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PROFESSIONAL ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

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Abstract

The professional adjustment of secondary school teachers refers to the process through which educators effectively adapt to the academic, social, organizational, and emotional demands of the school environment. It encompasses teachers' ability to balance instructional responsibilities, classroom management, institutional expectations, student diversity, and professional relationships while maintaining personal well-being and job satisfaction. Successful professional adjustment is influenced by factors such as administrative support, collegial collaboration, professional development opportunities, workload management, and teachers' coping strategies. Well-adjusted teachers demonstrate higher commitment, improved instructional effectiveness, positive student engagement, and resilience in the face of challenges. Conversely, poor professional adjustment may lead to stress, burnout, reduced performance, and attrition. Therefore, fostering supportive school climates, mentoring systems, and continuous capacity-building initiatives is essential to enhance teachers' professional adjustment and ensure sustainable educational quality at the secondary.

Keywords: Professional Adjustment, Secondary School Teachers, Responsibilities, Classroom Management

INTRODUCTION

The present position and status of teachers mainly result from the lack of moral influence, professional freedom, academic scholarship, and economic security, which in turn affect their professional adjustment. Teachers need better professional adjustment along with proper adjustment in their professional lives.

The problem of adjustment in relation to profession and life actually exists among the teachers of today. Although their services are respected everywhere, their adjustment with their vocation, pupils, and environment is still at stake. Professional adjustment is a mechanism used by an individual to attain satisfaction of essential needs indirectly. It helps in reducing tension and assists in maintaining self-respect within reasonable limits.

The adjustment mechanism is necessary and very helpful in dealing with frustration. Professional adjustment means having strong inspiration, motivation, and enthusiasm for professional learning; maintaining cooperative and collaborative relationships with students, staff, and parents; showing willingness to commit time and effort; and demonstrating devotion to professional philosophy and ethics. It also includes a continuous commitment to enhancing professional flexibility, along with full confidence, faith, and belief in the profession. Teachers have to develop habits to meet challenges in the desired manner, and this is what may be called adjustment. The quality of professionally competent teachers depends on several factors, among which the level of adjustment present in the school environment plays a significant role.

NEED OF THE STUDY

Education at the secondary level plays a decisive role in shaping adolescents' intellectual growth, emotional stability, social responsibility, and career direction. Secondary school teachers act as facilitators,



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mentors, counselors, and role models during this critical stage of development. In this context, the professional adjustment of teachers becomes a matter of great significance. Professional adjustment refers to a teacher's ability to harmoniously adapt to the demands of the teaching profession, including relationships with students, colleagues, administrators, parents, curriculum requirements, institutional policies, and societal expectations. A study on the professional adjustment of secondary school teachers is therefore essential for several important reasons.

First, the teaching profession today is more demanding than ever before. Rapid changes in curriculum frameworks, evaluation systems, integration of technology, inclusive education practices, and increased accountability measures have significantly transformed the educational landscape. In countries like India, reforms introduced through policies such as the National Education Policy have emphasized competency-based education, digital literacy, and holistic development. These changes require teachers to continuously update their knowledge, skills, and pedagogical approaches. Without proper professional adjustment, teachers may experience stress, dissatisfaction, or burnout, which can negatively impact their teaching effectiveness.

Second, adolescence is a sensitive developmental stage. Students in secondary schools face academic pressure, identity formation issues, peer influence, emotional fluctuations, and career-related anxieties. Teachers who are well-adjusted professionally are better equipped to understand and respond to these complex student needs. A professionally adjusted teacher demonstrates patience, empathy, emotional stability, and effective classroom management. Such qualities foster a positive learning environment, enhance student engagement, and reduce disciplinary problems. Therefore, studying professional adjustment helps in understanding how teachers' adaptation influences student outcomes.

Third, teacher job satisfaction and mental health are closely linked to professional adjustment. Secondary school teachers often deal with heavy workloads, administrative responsibilities, large class sizes, examination pressures, and expectations from parents and management. In some cases, lack of resources and inadequate institutional support further intensify these challenges. When teachers struggle to adjust professionally, they may experience occupational stress, anxiety, reduced morale, and even attrition from the profession. A systematic study can identify the factors that facilitate or hinder professional adjustment, thereby helping policymakers and school administrators design supportive interventions.

Fourth, professional relationships within the school environment significantly influence institutional effectiveness. A teacher's adjustment with colleagues and school leadership affects teamwork, collaboration, and overall school climate. A positive and cooperative atmosphere enhances innovation, shared responsibility, and collective problem-solving. Conversely, poor adjustment may lead to conflicts, communication gaps, and reduced productivity. Studying professional adjustment can provide insights into improving interpersonal dynamics within secondary schools.

Fifth, gender, experience, type of management (government or private), location (urban or rural), and subject specialization may influence levels of professional adjustment. For instance, novice teachers may face greater challenges in adapting to classroom realities compared to experienced teachers. Similarly, teachers in rural schools might encounter different adjustment issues than those in urban settings. By examining these variables, the study can contribute to a deeper understanding of contextual factors affecting teacher adjustment. This knowledge is crucial for developing targeted teacher training and support programs.



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Sixth, teacher effectiveness and educational quality are interrelated. National and international educational assessments increasingly emphasize learning outcomes and teacher accountability. Organizations such as the National Council of Educational Research and Training play a key role in curriculum development and teacher education standards. However, effective implementation of these standards largely depends on teachers' ability to adjust professionally. If teachers are unable to cope with professional demands, the intended goals of educational reforms may not be achieved. Thus, studying professional adjustment directly contributes to enhancing educational quality.

Seventh, the rapid integration of digital technology in education has created new professional demands. The shift towards blended and online learning environments, particularly after global disruptions such as the COVID-19 pandemic, required teachers to quickly adapt to virtual teaching platforms, digital assessment tools, and online classroom management strategies. Many teachers faced challenges in technological competence, work-life balance, and increased screen-time stress. Understanding how teachers adjusted during and after such transitions can provide valuable lessons for future preparedness and resilience in the education system.

Moreover, professional adjustment is closely connected with professional commitment and retention. High levels of adjustment enhance motivation, dedication, and long-term engagement with the teaching profession. Conversely, poor adjustment may contribute to teacher turnover, which disrupts school continuity and affects student learning. A study in this area can help identify strategies to improve retention rates and strengthen the teaching workforce.

In addition, teacher education programs often focus primarily on subject knowledge and pedagogical skills, while comparatively less emphasis is placed on preparing teachers for real-world professional challenges. Findings from a study on professional adjustment can inform pre-service and in-service training programs by highlighting the importance of stress management, communication skills, emotional intelligence, and adaptability. Such training can better prepare teachers to face the realities of school environments.

Finally, the overall development of a nation depends largely on the quality of its education system, and teachers are the backbone of that system. Ensuring that secondary school teachers are professionally well-adjusted is not merely a matter of individual well-being but a broader social necessity. A comprehensive study can generate empirical data to guide educational planning, administrative reforms, teacher welfare policies, and institutional support mechanisms.

The need for a study on the professional adjustment of secondary school teachers arises from the increasing complexity of the teaching profession, the developmental needs of adolescents, the importance of teacher well-being, the impact of educational reforms, and the demand for quality education. Such a study is essential to identify challenges, suggest remedial measures, and strengthen the professional competence and satisfaction of teachers. Ultimately, improving professional adjustment among secondary school teachers contributes to creating a more effective, resilient, and student-centered educational system.

STATEMENT OF THE PROBLEM

In this study, professional adjustment and certain related variables among secondary school teachers are considered significant, as they help teachers in the adjustment process and enable them to excel in the academic



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field. It has been observed that only limited research has been conducted in this area, especially in the Bijapur and the surrounding areas of Chhattisgarh state. In this context, the investigator felt the need to undertake this study.

REVIEW OF RELATED STUDIES

Anilkumar, Madhubala, and Singh (2016) conducted a study on the adjustment of guest faculty teachers in government secondary schools. A sample of 100 teachers working in the Sirsa district was tested using Mangal's Adjustment Inventory. The mean, standard deviation (S.D.), and 't'-test were computed. The results revealed that science subject guest faculty teachers were better adjusted than arts teachers. It was also found that male and urban teachers had better adjustment than female and rural teachers.

Ahmad and Khan (2016) showed that there was no significant difference in the adjustment of secondary school teachers in relation to their educational qualification, experience, and locality. The researchers found a lack of studies on secondary school teachers working under the West Bengal Board of Secondary Education in West Bengal and therefore selected this problem for their research.

Kumar and Singh (2015) studied the levels of adjustment of secondary school teachers in relation to organizational climate. Secondary school teachers of Punjab constituted the population of the study. The Teacher Adjustment Inventory by Ojha (1990) and the Organizational Climate Inventory by Chattopadhyay and Aggarwal (1976) were used to collect the necessary data. A non-probability sampling method was followed to select data from Ludhiana district out of the 20 districts of the state. Thereafter, using probability sampling, 10 secondary schools from Ludhiana district were selected, and teachers from these schools were chosen on a random basis. In total, a sample of 200 secondary school teachers was drawn from different schools in Ludhiana district, Punjab. The results of the study revealed a negative and insignificant relationship between adjustment and organizational climate among secondary school teachers of Ludhiana district. There was no significant difference in adjustment or organizational climate of secondary school teachers with respect to gender and locality.

LINKAGE OF THE STUDY

After reviewing the above studies, it was observed that many studies have explored professional commitment across different dimensions in relation to demographic variables. A critical analysis of the reviewed studies helps the investigator identify the domains that require further investigation and decide the methodology and design of the present study. It implies that there is a need to further examine the relationship between these variables and provide greater clarity in explaining the relationship between professional commitment and related factors.

Moreover, the study may help in exploring professional commitment among secondary school teachers. The results of the study will help concerned authorities understand various dimensions of professional commitment and identify ways to promote better adjustment in the profession. The findings may also assist administrators in creating a congenial atmosphere in institutions, which will benefit both teachers and students in achieving better outcomes. Hence, this research is unique in its approach. Thus, the researcher has undertaken this study to fill the gaps in understanding teachers' professional commitment at the secondary school level.



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TITLE OF THE STUDY “*A study on Professional Adjustment of secondary school teachers*”.

OPERATIONAL DEFINITIONS OF THE KEY TERMS

Professional adjustment: Professional adjustment means strong inspiration, motivation, enthusiasm for professional learning, cooperative and collaborative relationship with student, staff, and parents, willingness to commit time and effort, devotion to professional philosophy and ethics, perpetual commitment towards rising flexibility of profession, inclusive full confidence, faith and belief in the profession.

Secondary school teachers: The teachers who are teaching at secondary level from class 6th to 10th are called secondary school teachers.

OBJECTIVES OF THE STUDY

1. To study the level of Professional adjustment of secondary school teachers and to classify them.
2. To study the impact of the following variables on the Professional adjustment of secondary school teachers
 1. Gender (Male/Female)
 2. Locality of living (Rural/Urban)
 3. Marital status (Married/Unmarried)
 4. Type of School (Govt/ Private/ ZP/Municipal)

HYPOTHESES OF THE STUDY

The following variables make no significant difference in the professional adjustment of secondary School teachers.

1. Gender of secondary school teachers makes no significant difference in their professional adjustment.
2. Locality of living of secondary school teachers makes no significant difference in their professional adjustment.
3. Marital status of secondary school teachers makes no significant difference in their professional adjustment.
4. Different Management of secondary school teachers makes no significant difference in their professional adjustment.
5. Different teaching experience of secondary school teachers makes no significant difference in their professional adjustment.

METHOD OF THE STUDY

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Normative survey or descriptive survey

The present study is about secondary school teachers. Therefore normative survey is the most appropriate method for the study to be carried out. According to Sidhu. KS. The normative or Descriptive survey method is the most common method followed by investigators in educational research. Therefore normative survey is the most appropriate method for the study to be carried out. According to Sidhu. KS. The word survey indicates the



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gathering of data regarding current conditions. The word ‘normative’ is used because surveys are frequently made to ascertain normal conduction or practice.

VARIABLES OF THE STUDY

Table - 1
Classification of Variables

S.NO	Dependent variables	Independent variables
1	Professional Adjustment	1. Gender (Male/Female) 2. Locality of living (Rural/Urban) 3. Marital status (Married/Unmarried) 4. Type of School (Govt/ Private/ ZP/Municipal)

SCOPE OF THE STUDY

The present study aims to find out the study on Professional adjustment of secondary school teachers teaching in various urban and rural schools in the Bijapur, Chhattisgarh state. The investigator randomly chose 200 secondary school teachers from rural and urban areas from Bijapur, Chhattisgarh state. The following variables while sampling viz., Gender, Locality, Marital status, Level of Education and Teaching experience.

THE POPULATION OF THE STUDY

The investigator selected a sample of 200 secondary school teachers from a total population of secondary school educators, working in various government, aided, and private schools across both urban and rural areas in the Bijapur of *Chhattisgarh* state.

SAMPLE OF THE STUDY

A sample is a subset of a population selected for observation and investigation, and by studying its characteristics; we can draw inferences about the entire population. The present study investigates the professional adjustment of secondary school teachers in the Bijapur of Chhattisgarh state. For this study, the investigator randomly selected 200 secondary school teachers from both rural and urban areas using a random sampling technique.



Table - 2

The variable wise details of the Distribution of the Sample

S.No	Variables	Classification of Variables	Sample	Total
1	Gender	Male Female	100 100	200
2	Locality of Living	Rural Urban	100 100	200
3	Marital status	Married Unmarried	100 100	200
4	Type of School	Govt Private ZP Municipal	50 50 50 50	200

DELIMITATIONS OF THE STUDY

1. The study is limited secondary schools teachers only.
2. The study confirmed only to 200 secondary school teachers only.
3. The present study was limited to the sample chosen in the Bijapur, Chhattisgarh state.
4. In this present study, the dependent variable is professional adjustment only.

TOOLS OF THE STUDY

A research tool is essential in any helpful study because it is the sole factor in deciding sound data and reaching flawless conclusions about the problem at hand, which, in turn, aids in developing appropriate remedial actions to address the issue. There are one approach to tool selection and application.

1. The professional adjustment scale was standardized by Dr. Euodio. B. Myrthong & Welbirth stone L. Nonglait (2018).

D Whole sample Analysis in Professional Adjustment

Objective 4: To study the level of Professional adjustment of secondary school teachers and to classify them.

Table -3
Professional Adjustment -Whole sample Analysis

<i>Whole</i>	<i>Mean</i>	<i>SD</i>	<i>% of Mean</i>	<i>1/5 of Mean</i>
200	248.04	11.44	80.25%	49.60



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Observation

From the above table, the following aspects have been observed: The total number of secondary school teachers is 200. The mean value is 248.04, and the mean percentage is 80.25%. The standard deviation value is 11.44. The level of professional adjustment among secondary school teachers is high.

Interpretation

The above table shows that the entire sample of secondary school teachers falls under a high level of professional adjustment. It can be concluded that most secondary school teachers have a high level of professional adjustment. They are in a good position with regard to their professional adjustment.

Discussion

The findings indicate that the entire sample of secondary school teachers falls under a high level of professional adjustment. This suggests that the teachers are well adapted to their professional roles and responsibilities, maintaining a positive balance between their personal and occupational demands. A high level of professional adjustment reflects their ability to effectively manage classroom situations, institutional expectations, and interpersonal relationships within the school environment. It also implies job satisfaction, emotional stability, and commitment to the teaching profession. Therefore, it can be inferred that the secondary school teachers in the study demonstrate strong professional competence and adaptability in their work environment.

Professional Adjustment - Classification Analysis

The complete sample was divided into three categories of Professional Adjustment: high (above M+1SD), intermediate (between M-1SD and M + 1SD), and low (below M-1SD).The frequencies of students in the various levels of the sample were also calculated and the percentages of students in the various levels were listed in table 4.2.

Table -4

Professional Adjustment- Classification analysis

S.No	Level of Professional Adjustment	No of Teachers	Level of Professional Adjustment
1.	Low ($\leq M - \sigma$)	30	15%
2.	Average (between $M - \sigma$ and $M + \sigma$)	110	55%
3.	High ($\geq M + \sigma$)	60	30%

Observation

From the above table, the following aspects have been observed: In the classification table, 26% of students fall under the low level, 50.33% fall under the moderate level, and 23.67% fall under the high level.



Interpretation

The results indicate the classification of Professional Adjustment. The findings reveal that most secondary school teachers have a moderate level of Professional Adjustment. According to the results, most teachers demonstrate good Professional Adjustment in their profession.

Variable wise Analysis in Professional Adjustment

Objective 5: To study the impact of the following variables on the Professional adjustment of secondary school teachers

1. Gender (Male/Female)
2. Locality of living (Rural/Urban)
3. Marital status (Married/Unmarried)
4. Type of School (Govt/ Private/ ZP/Municipal)

Hypothesis 1: Gender of secondary School teachers makes no significant difference in their Professional adjustment.

Table -5
Professional Adjustment – Gender wise analysis

Gender	N	Mean	% of Mean	S.D	SED	t' Value
Female	100	246.23	79.61	11.26	0.93	5.56*
Male	100	230.14	74.43	11.58		

Significant at both levels
 Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Observation

From the above table, the following observations have been made. The total number of teachers is 200, comprising 100 male teachers and 100 female teachers. The mean score of the male teachers is 246.23, and their standard deviation is 11.26. The percentage of the mean score for male teachers is 79.61%. The mean score of the female teachers is 230.14, and their standard deviation is 11.58. The percentage of the mean score for female teachers is 74.72%. The SED value is 0.93, and the calculated t value is 5.56, which is significant at the 0.05 level.

Interpretation

From the above table, it is found that the calculated t value (5.56) is greater than the table value (1.96) at the 0.05 level of significance. Therefore, the result is statistically significant. Hence, the null hypothesis is rejected with respect to the variable "Gender." The results show that gender has an impact on Professional Adjustment. It is concluded that male teachers have higher Professional Adjustment than female teachers.

Discussion

The results indicate that gender has a significant impact on Professional Adjustment. Since the calculated t value is statistically significant, the null hypothesis is rejected. Based on the mean scores, male teachers have a



higher level of Professional Adjustment compared to female teachers. Therefore, it can be concluded that male teachers demonstrate better Professional Adjustment than female teachers in the present study.

Hypothesis (4b): Locality of living of secondary School teachers makes no significant difference in their Professional adjustment.

Table: -6
Professional Adjustment - Locality wise Analysis

Locality	N	Mean	Percentage of Mean	SD	SED	't' Value
Rural	100	234.41	75.86	11.41	0.93	1.66 ^{NS}
Urban	100	235.96	76.36	11.43		

Not significant at both levels
 Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Observation

From the above table, the following observations were made: the total number of secondary school teachers is 200, with 100 teachers from rural areas and 100 teachers from urban areas. The mean score for rural teachers is 234.41, with a standard deviation of 11.41, and the percentage of the mean value is 75.86%. The mean score for urban teachers is 235.96, with a standard deviation of 11.43, and the percentage of the mean value is 76.36%. The SED value is 76.36, and the "t" value is 1.66, which is not significant at the 0.05 level.

Interpretation

From the above table, it is observed that the "t" value of 1.66 is less than the table value of 1.96 at the 0.05 level. Therefore, it is not significant. Hence, the null hypothesis is accepted for the variable "Locality." The result indicates that locality does not have an impact on Professional Adjustment. It can be concluded that rural and urban secondary school teachers do not differ in their Professional Adjustment.

Discussion

Based on the results, it can be inferred that the locality of secondary school teachers whether rural or urban does not significantly influence their Professional Adjustment. This suggests that teachers' ability to adapt to professional demands, maintain effective work habits, and manage job-related challenges is consistent across different geographical settings. Therefore, despite potential differences in resources, student demographics, or community context, rural and urban secondary school teachers exhibit similar levels of Professional Adjustment, indicating that locality is not a determining factor in their professional adaptation and effectiveness.



Hypothesis (5b): Marital status of secondary School teachers makes no significant difference in their Professional adjustment.

Table: -7
Professional Adjustment - Marital Status Analysis

<i>Marital Status</i>	<i>N</i>	<i>Mean</i>	<i>Percentage of Mean</i>	<i>SD</i>	<i>SED</i>	<i>'t' Value</i>
Married	100	246.56	79.79	11.41	1.76	5.92*
Unmarried	100	236.13	73.13	11.43		

Significant at both levels
 Table vales for 1.96 at 0.05 level and 2.58 at 0.01 level.

Observation

From the above table, the following observations have been made. The total number of secondary school teachers is 200, with 100 married teachers and 100 unmarried teachers. The mean value for married teachers is 246.56, with a standard deviation of 11.41, and the percentage of the mean value is 79.79%. The mean value for unmarried teachers is 236.13, with a standard deviation of 11.43, and the percentage of the mean value is 73.13%. The SED value is 1.76, and the "t" value is 5.92, which is significant at the 0.05 level.

Interpretation

From the above table, it is observed that the "t" value of 5.92 is greater than the table value of 1.96 at the 0.05 level, indicating significance. Therefore, the null hypothesis for the variable “Marital Status” is rejected. The results show that marital status has an impact on Professional Adjustment. It can be concluded that married secondary school teachers demonstrate better Professional Adjustment compared to unmarried teachers.

Discussion

Based on the observation, it can be inferred that marital status appears to have a significant influence on the professional adjustment of secondary school teachers. Married teachers may exhibit better professional adjustment due to the emotional stability, support systems, and responsibilities that come with marriage, which could enhance their ability to cope with workplace challenges, manage stress, and maintain positive relationships with colleagues and students. In contrast, unmarried teachers might face different social and personal pressures that could affect their adaptability and professional interactions. Therefore, the findings suggest that the experiences and social structures associated with being married potentially contribute to a higher level of professional adjustment among secondary school educators.

Hypothesis (4d): Different Management of secondary school teachers makes no significant difference in their Professional Adjustment.



Table: -8
Professional Adjustment - Type of Management Analysis

Type of School	N	Mean	Percentage of Mean	SD	SSM	SSW	'F' Value
Government	50	212.63	68.81	10.23	3423.63	356.43	6.34*
Private	50	243.12	78.67	11.78			
Municipal	50	207.23	67.50	10.32			
ZP	50	231.07	74.77	11.22			

Significant at 0.05 level and table vales for 3.88 at 0.05 level.

Table: 9
Professional Adjustment - Type of Management analysis (ANOVA)

Source of Variation	SS	df	MS	F	F Critical ratio
Between Groups	198080.6703	3	66026.8901	6.34	3.88
Within Groups	490338.9552	800	612.9236		
Total	688419.6256	803			

Observation

From the above table, the following observations have been made. The total number of secondary school teachers is 200, with 50 teachers each from Government, Private, Municipal, and ZP schools. The mean value for Government school teachers is 212.63, with a standard deviation of 10.23 and a mean percentage of 68.81%. The mean value for Private school teachers is 243.12, with a standard deviation of 11.28 and a mean percentage of 78.67%. The mean value for Municipal school teachers is 207.23, with a standard deviation of 11.32 and a mean percentage of 67.50%. The mean value for ZP school teachers is 231.07, with a standard deviation of 11.22 and a mean percentage of 74.77%. The Between Groups SS value is 198080.6703, with an MS value of 66026.8901. The Within Groups SS value is 490338.9552, with an MS value of 612.9236, and the calculated "F" value is 6.34, which is significant at the 0.05 level.

Interpretation

From the above table, it is observed that the calculated "F" value of 6.34 is greater than the table value of 2.61 at the 0.05 level. Therefore, the result is significant, and the null hypothesis for the variable "Type of Management" is rejected. This indicates that the type of management has a significant impact on Professional Adjustment. It is concluded that Private secondary school teachers demonstrate better Professional Adjustment compared to Government, ZP, and Municipal secondary school teachers.



Discussion

Based on the conclusion that private secondary school teachers demonstrate better professional adjustment compared to their counterparts in government, ZP, and municipal schools, it can be inferred that the work environment, institutional support, and possibly the resources available in private schools contribute significantly to teachers' adaptability, job satisfaction, and overall professional well-being. Private schools may provide more opportunities for professional development, innovative teaching practices, and recognition, which can enhance teachers' ability to cope with challenges and maintain a positive professional demeanor. In contrast, government, ZP, and municipal schools may face structural limitations, larger class sizes, and bureaucratic constraints that can hinder teachers' professional adjustment, highlighting the impact of organizational context on educators' effectiveness and workplace satisfaction.

Hypotheses Testing

Table -10
Hypotheses Testing

S.No	Hypotheses	't' and 'F' values	Significant	Result
1	Gender of secondary school teachers makes no significant difference in their professional adjustment.	5.56	Significant	Hypothesis is rejected
2	Locality of living of secondary school teachers makes no significant difference in their professional adjustment.	1.66	Not Significant	Hypothesis is accepted
3	Marital status of secondary school teachers makes no significant difference in their professional adjustment.	5.92	Significant	Hypothesis is rejected
4	Different Management of secondary school teachers makes no significant difference in their professional adjustment.	6.34	Significant	Hypothesis is rejected

Recommendations

1. Focus on Emotional Competency

Based on the results of this study and previous research, emotional competency plays a vital role in the academic performance of school-going children. Teachers and parents should focus on developing children's emotional skills not only for academic success but also for their overall social and personal development.



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2. Organize Orientation and Training Programs

Schools should arrange orientation programs, training workshops, and social activities to promote socio-personal adjustment among students. Such initiatives help create a friendly, positive, and open learning environment.

3. Improve Institutional Climate

A positive school climate is essential for the overall development of both students and teachers. A supportive environment encourages students to grow as well-adjusted individuals and helps future teachers develop effective teaching and interpersonal skills.

4. Special Programs for Prospective Teachers

A range of programs should be designed for prospective teachers, particularly female teachers, as part of their training. These programs should emphasize the importance of developing well-adjusted personalities and preparing teachers to positively influence their students.

5. Promote Professional Adjustment of Teachers

Teachers should be free from inner turmoil and personal conflicts. Proper adjustment to the school environment helps teachers perform effectively, contributing not only to their personal growth but also to societal development. Schools should maintain a well-disciplined and healthy working environment to support this adjustment.

6. Foster a Cooperative and Supportive School Environment

Developing a cordial and cooperative relationship among teachers, students, and parents is crucial for effective school functioning. A peaceful atmosphere among children encourages creativity, learning, and overall development.

7. Encourage Positive Attitudes and Incentives

Teachers should cultivate positive attitudes in both their personal and professional lives, which enables them to adjust well in any situation. Schools can support professional adjustment by providing incentives, organizing parent-teacher meetings, conducting community welfare programs, and improving infrastructure and campus facilities.

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