Adjustment of Secondary School Teachers of Dibrugarh District, Assam

PINKI BARUAH
M.Phil Student, Department of Education,
Dibrugarh University, Dibrugarh,
Assam (India)

MANASHEE GOGOI
Assistant Professor, Department of Education,
Dibrugarh University,
Dibrugarh University, Dibrugarh,
Assam (India)

Abstract:
Adjustment means to adapt or modify one's behaviour to meet the demands of changing environment. Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates and Jersild 1998). Teacher Adjustment means adjustment of teacher with their school environment, teaching staff, non-teaching staff, students, curriculum etc. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio-Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction. The success in teaching is significantly related to adjustment in various spheres of life including professional life (Gupta, 1977). Thus, in the present study an attempt has been made to study adjustment of Secondary school teachers of Dibrugarh district.

The major objectives of the present study were to find out the level of adjustment of Secondary school teachers of Dibrugarh district in the schools as well as to compare the adjustment of male and female, urban and rural, trained and untrained, married and unmarried, experienced and inexperienced Secondary school teachers of Dibrugarh district, Assam.

Adjustment of Secondary school teachers in the schools was found satisfactory and no significant difference were found between the adjustment of male and female, urban and rural, trained and untrained, married and unmarried, experienced and inexperienced Secondary school teachers of Dibrugarh district.

Keywords: *Adjustment, Secondary School Teachers*

1. Introduction

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. In other words, adjustment is an act of becoming or making suited to new conditions or situations. It refers to harmonious relationship between the person and the environment. No human being can live apart from his environment. There is action and reaction chain going on between the individual and his environment. Adjustment is a continuous process of action in the life of a human being or an organism with a definite purpose of meeting the needs of the self, the needs of the environment and the needs of the culture or society. Adjustment helps a person in maintaining a balance between its need and the circumstance and influence the satisfaction of their needs (Shaffer, 1961). Teacher Adjustment means adjustment of teacher with their school environment, teaching staff, non teaching staff, students, curriculum etc. Teachers Adjustment refers to the Adjustment of Teachers with

Academic and General Environment of the institution, Socio- Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction. The success in teaching is significantly related to adjustment in various spheres of life including professional life (Gupta, 1977).

2. Review of related literature

Goyat (2012), Saini and Joshi (2013), and Singh (2014) revealed that there was no significant difference between adjustment of male and female secondary school teachers, rural and urban secondary school teachers. Yellaiah (2012) conducted a study and reported that the level of adjustment of the school students is average. Berwa (2013) conducted a study and reported that a person having high level of intelligence is better adjusted than a person having low level of intelligence. Kaur (2013) conducted a study and reported that in case of General Category, Backward Class Category & Scheduled Caste Category of teachers, there was no significant difference in their adjustment level. There was no significant difference in the level of adjustment of male and female teachers. Mishra and Yadav (2013) conducted a study and reported that there is no significant difference in the personality adjustment of teachers relating to gender. Thilagavathy (2013) conducted a study and reported that the adjustment of high school teachers was good and satisfactory and government and private school teachers differ significantly in their adjustment.

3. Significance of the study

The teachers' role in the growth, development and prosperity of the nation is undeniable. It is the teachers who mould the future society and influence the coming generations towards successful achievement of the National Goals. The teachers play an important role in the field of education. The performance of the teacher depends upon her/his adjustment. Adjustment plays an important role to determine the success or failure of a person in any field. Adjustment in teaching profession is very important because it helps in maintaining balance between her/his needs and circumstances in which she/he is teaching. The success in teaching is significantly related to adjustment in various spheres of life including professional life (Gupta, 1977). According to Agarwal, Gupta and Saxena (1980), favourable attitude and better adjustment always produce good and efficient teachers. Thus, there is much scope for an investigation to determine teachers' adjustment in schools. Moreover, no systematic study has been conducted on teachers' adjustment in Assam. These reasons justify the investigator to select this study. Thus, considering the importance of the teachers' adjustment in the school an attempt has been made, in the present study, to find out the adjustment of secondary school teachers of Dibrugarh District, Assam. The results of the study would help to find out the level of adjustment of secondary school teachers of Dibrugarh district of Assam.

4. Objectives of the study

1. To find out the level of adjustment of Secondary school teachers of Dibrugarh district.
2. To compare the adjustment of Secondary school teachers of Dibrugarh district with respect to-
   - sex
   - locale
   - professional training
   - marital status
   - teaching experience

5. Hypotheses

There is no significant difference between
   Male and female
   Urban and rural
   Trained and untrained
   Married and unmarried
   Experienced and inexperienced Secondary school teachers as far as their adjustment are concerned.

6. Conceptual and operational definitions

6.1 Teacher Adjustment

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. (Gates and Jersild 1998). Teacher Adjustment means adjustment of teacher with their school environment, teaching staff, non teaching staff, students, curriculum etc. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio- Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction.

In the present study the scores obtained by the Secondary school teachers in the Teacher Adjustment Inventory is considered to be Teacher Adjustment. Higher the score in the Teacher Adjustment Inventory implies higher the Teacher Adjustment.

6.2 Secondary school

Secondary schools in the present study include those schools having the classes of IX and X and offer the curriculum prepared by Board of Secondary Education, Assam (SEBA).

6.3 Rural

In this study, rural means the area covered by Gaon Panchayat. The schools situated in these areas are considered as rural schools and the teachers working in these rural schools are considered as rural teachers in the present study.

6.4 Urban

In this study, urban means the area covered by Municipality Board. The schools situated in these areas are considered as urban schools and the teachers working in these urban schools are considered as urban teachers in the present study.

6.5 Trained teachers

Teachers who have B.Ed or M.Ed degree.

6.6 Untrained teachers

Teachers who do not have B.Ed or M.Ed degree.

6.7 Experienced Teacher

Teachers who have 5 or more years of experience in teaching.

6.8 Inexperienced Teacher

Teachers who have less than 5 years of experience in teaching.

7. Delimitation of the study

The present study includes only Secondary school teachers working in different Secondary schools which offer curriculum prepared by Board of Secondary Education Assam (SEBA).

8. Methodology of the study

8.1 Method used in the study

Since data collection required the researcher to survey the sample schools, so as to infer the prevalent status of teachers adjustment, the Normative Survey method was followed in the present study.

8.2 Population of the study

The population of the study comprised of all the teachers of Secondary schools of Dibrugarh district of Assam. There were 350 Secondary schools in Dibrugarh district.

8.3 Sample of the present study

Thirty four (34) schools were selected as sample schools by using simple random sampling technique. Incidental sampling technique was used to select teachers from the Secondary schools. A total of 300 teachers responded to the Teachers Adjustment Inventory. Thus, the effective sample size comprised of 300 Secondary school teachers.

8.4 Tool used

For the present study the data was collected by using **Mangal Teacher Adjustment Inventory (short form, 1971).** This scale was developed by S. K. Mangal. Teachers' adjustment inventory (short form) consists of 70 items. There are 5 areas in the tool viz., Adjustment with Academic and General Environment of the institution, Socio-Psycho-Physical Adjustment, Professional Relationship Adjustment, Personal Life Adjustment, Financial Adjustment and Job Satisfaction. The reliability coefficients of this tool are 0.96 (test-retest) and 0.98 (split half).

9. Analysis of data

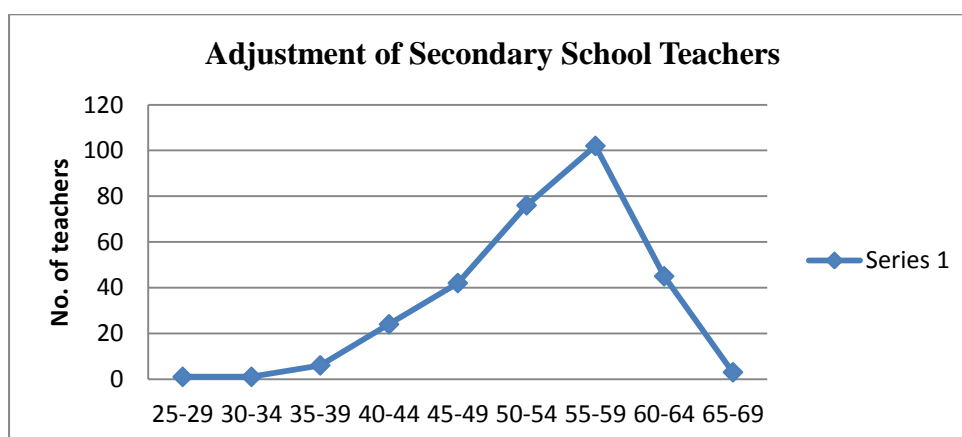### 9.1 Level of Adjustment of Secondary School Teachers of Dibrugarh District

The scores obtained by the Secondary school teachers of Dibrugarh district in the Teacher Adjustment inventory were used to calculate Mean, Standard Deviation, Skewness and Kurtosis. Table 1 shows the level of adjustment of Secondary school teachers.

Table 1: Level of Adjustment of the Secondary School Teachers of Dibrugarh District

Category	No of Teachers	Mean	SD	Skewness	Kurtosis
Total	300	53.39	6.43	-0.69	.59

Table. 1 reveals that mean, standard deviation, skewness and kurtosis of the distribution are 53.39, 6.43, -0.69 and .59 respectively. Thus the distribution is negatively skewed. It indicates maximum number of teachers scored higher than the average score. The value of kurtosis is .59 thus the distribution is leptokurtic i.e. peak of the curve is higher than the normal curve.

Fig.1 Distribution of the Adjustment scores of the Secondary school teachers of Dibrugarh district.

Scores in the Teacher Adjustment Inventory

Fig.1 shows the frequency curve indicating the adjustment scores of the Secondary school teachers of Dibrugarh district. From the figure-1, it is clear that majority of the teachers (102) secured the scores ranges from 55 to 59. Only one (1) teacher secured score in between 25-29 and three (3) teachers secured scores in between 65- 69 in teacher adjustment inventory.

9.2 Level of Adjustment of the Secondary school teachers of Dibrugarh district with special reference to their sex, locale, professional training, marital status and teaching experience

Mean, Standard Deviation, Skewness and Kurtosis were used to find out level of adjustment of the Secondary school teachers of Dibrugarh district with special reference to their sex, locale, professional training, marital status and teaching experience.

Table 2: Level of adjustment of the Secondary school teachers of Dibrugarh district with special reference to their sex, locale, professional training, marital status and teaching experience

Category		No. of teachers	Mean	SD	Skewness	Kurtosis
Sex	Male	111	53.39	6.21	-0.89	0.8
	Female	189	53.39	6.57	-0.59	0.53
Locale	Urban	100	53.18	5.85	-1.12	3.19
	Rural	200	53.49	6.71	-0.55	-0.18
Professional Training	Trained	77	53.18	6.71	-1.04	2.26
	Untrained	223	53.46	6.34	-0.52	-0.07
Marital Status	Married	216	53.63	6.34	-0.75	0.9
	Unmarried	84	52.79	6.65	-0.53	0.07
Teaching Experience	Experienced	194	52.88	6.41	-0.63	0.68
	Inexperienced	79	53.14	6.55	-0.72	0.39

Table. 2 shows the mean, standard deviation, skewness and kurtosis of the adjustment scores of all the categories under study of the Secondary school teachers of Dibrugarh district. The mean, standard deviation, skewness and kurtosis of the distribution based on male Secondary school teachers adjustment scores are 53.39, 6.21, -0.89 and 0.8 respectively. Thus the distribution is negatively skewed which means maximum number of teachers scored higher than the average score and leptokurtic i.e. peak of the curve is higher than the normal curve. Female Secondary school teachers mean, standard deviation, skewness and kurtosis of the distribution are 53.39, 6.57, -05.59 and 0.53 respectively. Thus the distribution is negatively skewed and leptokurtic. For urban teachers mean, standard deviation, skewness and kurtosis are 53.18, 5.85, -1.12 and 3.19 respectively. Thus the distribution is negatively skewed and leptokurtic. For rural teachers mean, standard deviation, skewness and kurtosis are 53.49, 6.71, -0.55 and -0.18 respectively. Thus the distribution is negatively skewed and platykurtic. For trained teachers mean, standard deviation, skewness and kurtosis are 53.18, 6.71. -1.04 and 2.26 respectively. Thus the distribution is negatively skewed and leptokurtic. For untrained teachers mean, standard deviation, skewness and kurtosis are 53.46, 6.34, -0.52 and -0.07 respectively. Thus the distribution is negatively skewed and platykurtic. For married teachers mean, standard deviation, skewness and kurtosis are 53.63, 6.34,-0.75 and 0.9 respectively. Thus the distribution is negatively skewed and leptokurtic. For unmarried teachers mean, standard deviation, skewness and kurtosis are 52.79, 6.65, -0.53 and 0.07 respectively. Thus the distribution is negatively skewed and leptokurtic. For experienced teachers mean, standard deviation, skewness and kurtosis are 52.88, 6.41, -0.63 and 0.68 respectively. Thus the distribution is negatively skewed and leptokurtic. For inexperienced teachers mean, standard deviation, skewness and kurtosis are 53.14, 6.55,-0.72 and 0.39 respectively. Thus the distribution is negatively skewed and leptokurtic.

The following figures show the adjustment scores obtained by the different categories of the Secondary school teachers of Dibrugarh district.
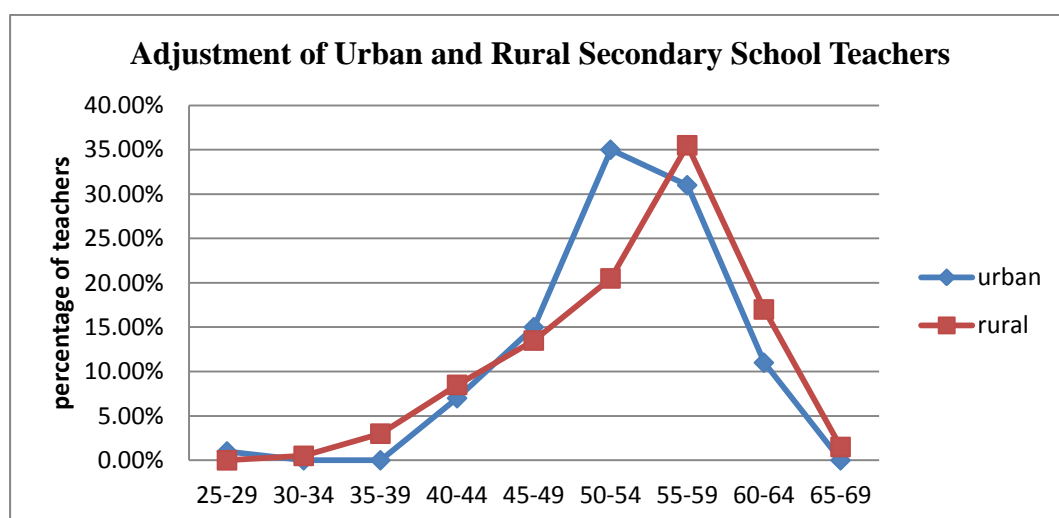
Fig.2 Distribution of the Adjustment Scores of the Male and Female Secondary School Teachers of Dibrugarh District
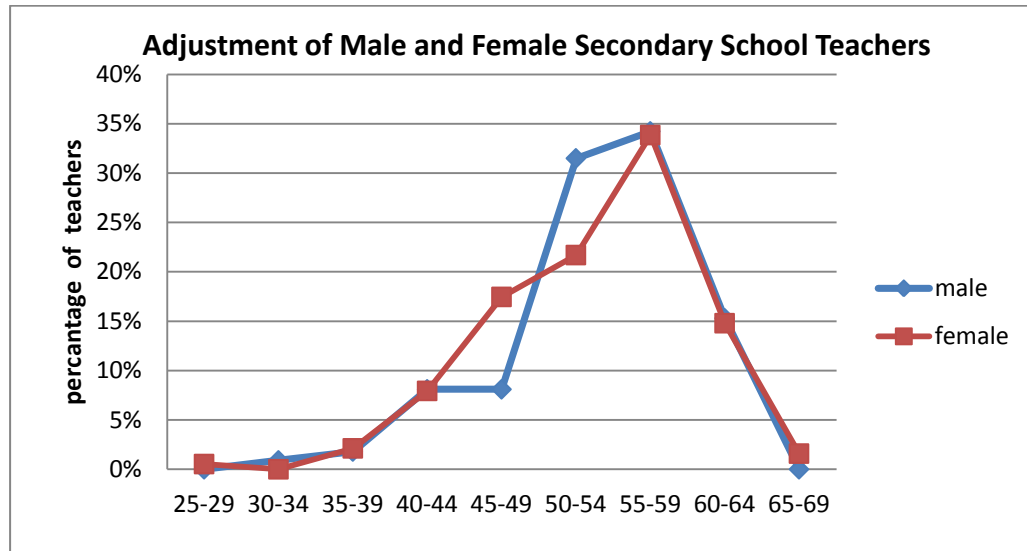
Scores of teachers in Teacher Adjustment Inventory

Fig. 2 shows the frequency curve indicating scores of the male and female Secondary school teachers of Dibrugarh district in adjustment inventory. From the figure it is clear that 34.23% of the male teachers secured the scores ranges from 55 to 59 whereas 33.86% of the female Secondary school teachers secured scores ranges from 55 to 59. No male teacher secured score in between 25-29 whereas one female teacher secured score in between 25-29. No male teacher secured in between 65-69 whereas three female teachers secured scores in between 65-69 in the adjustment inventory.

Fig. 3 Distribution of the Adjustment Scores of the Urban and Rural Secondary School Teachers of Dibrugarh District
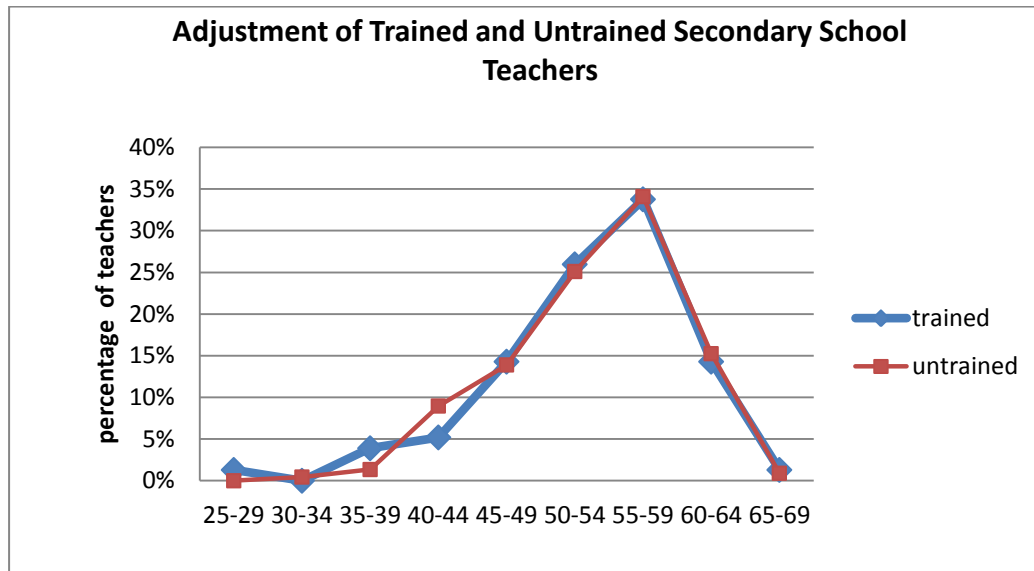

Scores in the Teacher Adjustment Inventory

Fig.3 shows the frequency curve indicating scores of the urban and rural Secondary school teachers of Dibrugarh district in adjustment. From the figure it is cleared that majority of the urban teachers (35%) secured the scores ranges from 50 to 54 whereas majority of the rural Secondary school

teachers (35.5%) secured scores ranges from 55to 59. 1% urban teacher secured score in between 25-29 whereas no rural teacher secured score in between 25-29. No urban teacher secured in between 65-69 whereas three rural teachers secured scores in between 65-69 in adjustment.
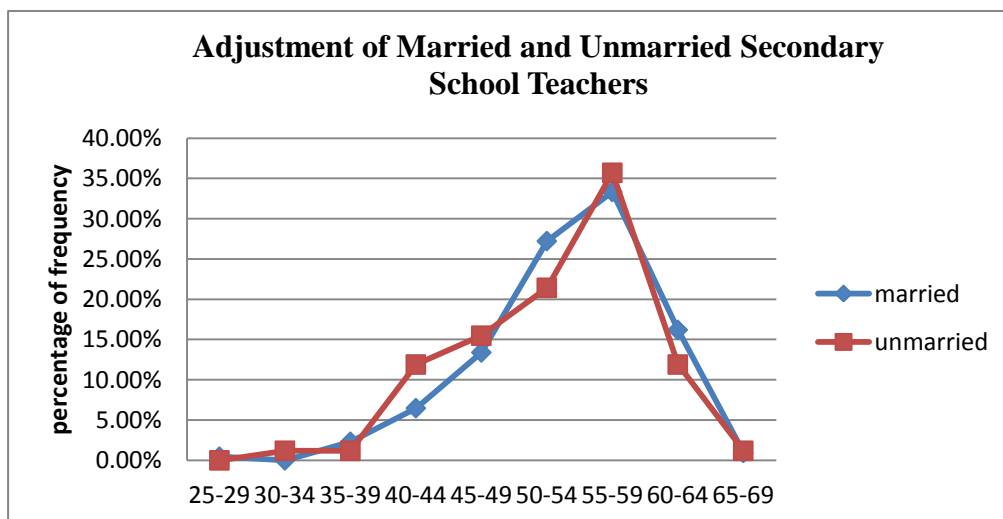
Fig. 4 Distribution of the Adjustment Scores of the Trained and Untrained Secondary School Teachers of Dibrugarh District

Scores in the Teacher Adjustment Inventory

Fig. 4 shows the frequency curve indicating scores of the trained and untrained Secondary school teachers of Dibrugarh district in adjustment inventory. From the figure it is clear that almost equal percentage of the trained teachers (33.77%) and untrained teachers (34%) secured the scores ranges from 55 to 59. (1.3%) trained teacher secured score in between 25-29 whereas no untrained teacher secured score in between 25-29. (1.3%) trained teacher secured in between 65-69 whereas (0.9%) untrained teacher secured scores in between 65-69 in the adjustment inventory.
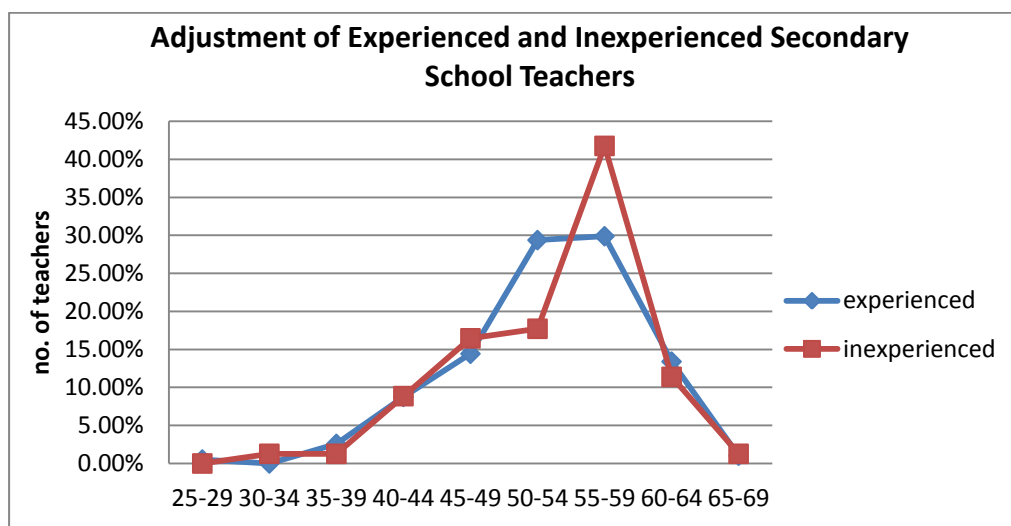
Fig. 5 Distribution of the Adjustment Scores of the Married and Unmarried Secondary School Teachers of Dibrugarh District

Scores in the Teacher Adjustment Inventory

Fig. 5 shows the frequency curve indicating scores obtained in the adjustment inventory by the married and unmarried Secondary school teachers of Dibrugarh district. From the figure it is clear that 33.33% of the married teachers secured the scores ranges from 55 to 59 whereas 35.71% of the unmarried Secondary school teachers secured scores ranges from 55to 59. Moreover, 0.46% married teacher secured score in between 25-29 whereas no unmarried teacher secured score in between 25-29. Again 0.93% married teachers secured in between 65-69 whereas 1.19% unmarried teacher secured scores in between 65-69 in the adjustment inventory.

Fig. 6 Distribution of the Adjustment Scores of the Experienced and Inexperienced Secondary School Teachers of Dibrugarh District

Scores in the Teacher Adjustment Inventory

Fig. 6 shows the frequency curve indicating scores of the experienced and inexperienced Secondary school teachers of Dibrugarh district in adjustment. From the figure it is cleared that majority of the experienced teachers (29.89%) secured the scores ranges from 55 to 59 whereas majority of the inexperienced Secondary school teachers (41.77%) secured scores ranges from 55to 59. (0.52%) experienced teacher secured score in between 25-29 whereas no inexperienced teacher secured score in between 25-29. (1.03%) experienced teachers secured in between 65-69 whereas (1.27%) inexperienced teacher secured scores in between 65-69 in adjustment.

9.3 Comparison of Adjustment of Secondary School Teachers of Dibrugarh District with respect to Sex, Locale, Professional Training, Marital Status and Teaching Experience

The 't-test' was used to compare the adjustment of male and female, urban and rural, trained and untrained, married and unmarried, experienced and inexperienced secondary school teachers of Dibrugarh district.

Table 3: Comparison of the adjustment of male and female Secondary school teachers of Dibrugarh district

Category	N	M	SE$_D$	t	df	Significance
Male	111	53.38	.9	.01	298	Not significant at .01 level
Female	189	53.39				

The following null hypothesis was formulated for testing if there is any significant difference in adjustment of male and female Secondary school teacher of Dibrugarh district. "There is no significant difference between the adjustment of male and female Secondary school teachers." The "t" value is found to be .01, which is not significant at .01 level. Hence, the null hypothesis could be

accepted at .01 level of significance. Thus, there is no significant difference between the adjustment of male and female Secondary school teachers of Dibrugarh district.

Table 4: Comparison of the adjustment of urban and rural Secondary school teachers of Dibrugarh district

Category	N	M	SE$_D$	t	df	Significance
Urban	100	53.18	.9	o.36	298	Not significant at .01 level
Rural	200	53.5				

The following null hypothesis was formulated for testing if there is any significant difference in adjustment of urban and rural Secondary school teacher of Dibrugarh district. "There is no significant difference between the adjustment of urban and rural Secondary school teachers." The "t" value is found to be .36, which is not significant at .01 level. Hence, the null hypothesis could be accepted at .01 level of significance. Thus, there is no significant difference between the adjustment of urban and rural Secondary school teachers of Dibrugarh district.

Table 5: Comparison of the adjustment of trained and untrained Secondary school teachers of Dibrugarh district

Category	N	M	SE$_D$	t	df	Significance
Trained	77	53.18	.9	0.31	298	Not significant at .01 level
Untrained	223	53.46				

The following null hypothesis was formulated for testing if there is any significant difference in adjustment of trained and untrained Secondary school teacher of Dibrugarh district. "There is no significant difference between the adjustment of trained and untrained Secondary school teachers." The "t" value is found to be .31, which is not significant at .01 level. Hence, the null hypothesis could be accepted at .01 level of significance. Thus, there is no significant difference between the adjustment of trained and untrained Secondary school teachers of Dibrugarh district.

Table 6: Comparison of the adjustment of married and unmarried Secondary school teachers of Dibrugarh district

Category	N	M	SE$_D$	t	df	Significance
Married	216	53.63	.9	0.93	298	Not significant at .01 level
Unmarried	84	52.79				

The following null hypothesis was formulated for testing if there is any significant difference in adjustment of married and unmarried Secondary school teacher of Dibrugarh district. "There is no significant difference between the adjustment of married and unmarried Secondary school teachers." The "t" value is found to be .93, which is not significant at .01 level. Hence, the null hypothesis could be accepted at .01 level of significance. Thus, there is no significant difference between the adjustment of married and unmarried Secondary school teachers of Dibrugarh district.

Table 7: Comparison of the adjustment of experienced and inexperienced Secondary school teachers of Dibrugarh district

| Category	N	M	SE$_D$	t	df	Significance
Experienced	194	52.88	.91	0.29	271	Not significant at .01 level
Inexperienced	79	53.14				

The following null hypothesis was formulated for testing if there is any significant difference in adjustment of experienced and inexperienced Secondary school teacher of Dibrugarh district. "There is no significant difference between the adjustment of experienced and inexperienced Secondary school teachers." The "t" value is found to be .29 which is not significant at .01 level. Hence, the null hypothesis could be accepted at .01 level of significance. Thus, there is no significant difference between the adjustment of experienced and inexperienced Secondary school teachers of Dibrugarh district.

9.4 Classification of Secondary School Teachers on the basis of scores obtained in the Teacher Adjustment Inventory

Table 8: Classification of Secondary school teachers on the basis of scores obtained in the Teacher Adjustment Inventory

No. of teachers	Percentage of teachers	Level of Adjustment
6	2%	Very good
136	45.33%	Good
130	43.33%	Average
26	8.67%	poor
2	.67%	very poor

Fig. 7 Classification of Secondary School Teachers on the basis of Teacher Adjustment Inventory
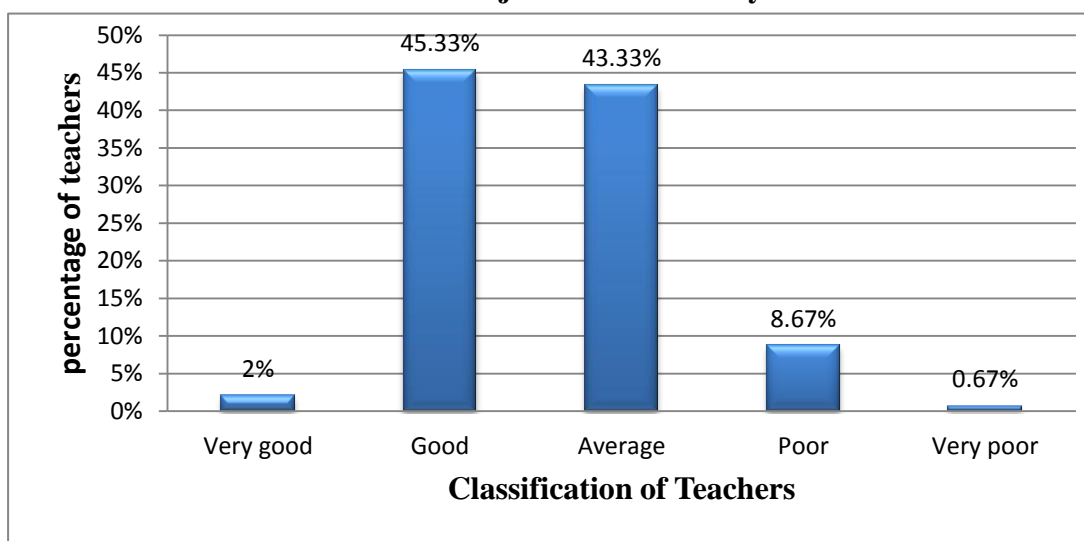
From the Table. 8 and Fig. 7, it is found that 45.33% Secondary school teachers have good level of adjustment. 2% teachers have very good level of adjustment and 0.67% teachers have very poor level of adjustment.

10. Major findings

1. The distribution of the teacher adjustment scores obtained by the Secondary school teachers was negatively skewed means more individuals of the group scored higher than the average score. The value of kurtosis was 0.59 thus the distribution is leptokurtic i.e. peak of the curve is higher than the normal curve. Majority of the teachers (102) secured the scores ranges from 55 to 59. Only one (1) teacher secured score in between 25-29 and three (3) teachers secured scores in between 65- 69 in teacher adjustment inventory.
2. There was no significant difference between adjustment of male and female Secondary school teachers.

3. No significant difference was found between adjustment of urban and rural Secondary school teachers.
4. There was no significant difference exists between adjustment of trained and untrained Secondary school teachers.
5. There exists no significant difference between adjustment of married and unmarried Secondary school teachers.
6. No significant difference was found between adjustment of experienced and inexperienced Secondary school teachers.

11. Discussion

11.1 Comparison of Adjustment of Male and Female Secondary School Teachers of Dibrugarh district

The findings of the present study revealed that there was no significant difference between adjustment of male and female secondary school teachers of Dibrugarh district.

The finding of the study is in agreement with the findings of some other studies. Sabu S. (2005) revealed that male and female teachers did not differ in adjustment. Gender has no influence on teachers' adjustment. Singh (2010) found that the total adjustment male and female Physical Education teachers did not differ significantly as the obtained t ratio was found to be non significant statistically. Himabindu (2012) and Goyat (2012) also found that there was no significant difference between adjustment of male and female teachers. Mishra and Yadav(2013) also revealed that there was no significant difference between personality adjustment of male and female teachers. Saini and Joshi (2013) reported that no significant difference has been found in the teacher adjustment level of male and female teachers. Nadeem and Bhat (2014) also found that there was no significant difference between adjustment of male and female of secondary school teachers. Kumar (2015) also revealed that there was no significant difference exists between means of adjustment among male and female senior secondary school teachers.

On the contrary, Thilagavathy, (2012) revealed that male and female teachers differ significantly in their adjustment. Singh (2014) in his study observed a significant difference in adjustment between male and female teachers. Kaur, (2015), also revealed that there was a significant difference in adjustment of secondary school teachers with respect to Gender.

11.2 Comparison of Adjustment of Urban and Rural Secondary School Teachers of Dibrugarh district

The findings of the present study revealed that there was no significant difference between adjustment of urban and rural secondary school teachers of Dibrugarh district.

The findings of the study is in agreement with the finding of the study conducted by Sabu S. (2005), who revealed that locality (urban/rural) of the school has no influence on their adjustment. Goyat (2012), Nadeem and Bhat (2014) also found that there was no significant difference between adjustment of urban and rural teachers. Kumar (2015) also revealed that there was no significant difference exists between means of adjustment among urban and rural senior secondary school teachers. On the contrary, Himabindu (2012) found significance of difference between the teachers in respect of locality. Thilagavathy, (2012) revealed that rural and urban school teachers differ significantly in their adjustment. Singh (2014) also found that there was a significant difference in adjustment problems of teachers working in rural and urban area.

11.3 Comparison of Adjustment of Married and Unmarried Secondary School Teachers of Dibrugarh district

The findings of the present study revealed that there was no significant difference between adjustment married and unmarried secondary school teachers of Dibrugarh district.

The findings of the present study is in agreement with the findings of the study conducted by Singh, (2014), who also found that there was no significant difference between adjustment of married and unmarried teachers.

On the contrary, Himabindu, (2012) found that there was a significant deference between adjustment of married and unmarried teachers.

11.4 Comparison of Adjustment of Experienced and Inexperienced Secondary School Teachers of Dibrugarh district

The findings of the present study revealed that there was no significant difference between adjustment of experienced and inexperienced secondary school teachers of Dibrugarh district.

On the contrary, Himabindu, (2012) revealed that there was a significant difference between adjustment of experienced and inexperienced teachers. Sabu S. (2005) found that teachers experience has an influence on adjustment. Teachers below five years of experience were more adjusted than the other age groups whereas teachers with above 25 years of experienced are less adjusted.

12. Conclusion

The above study revealed that majority of teachers had good level of adjustment. Male and female teachers did not differ in adjustment. As well as, no significant differences existed between urban and rural, trained and untrained secondary school teachers of Dibrugarh district. Marital status has no influence on their adjustment. No significant difference was found between experienced and inexperienced secondary school teachers of Dibrugarh district.

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