



A Study of Adjustment Problems of Female Primary School Teachers of Kalol Taluka

PRIYA PANDEY

Researcher,
Monark University, Ahmedabad

DR. URMILA GOSWAMI

Research Guide,
Monark University, Ahmedabad

Abstract:

The present study investigates the adjustment problems faced by female primary school teachers in Kalol Taluka. The main objective was to examine these issues in relation to two variables: the area of the school (urban or rural) and the teachers' years of experience (up to 15 years or more than 15 years). A sample of 300 female teachers was selected using stratified random sampling, with 150 participants each from urban and rural areas. The researcher developed and used an Adjustment Problems Inventory consisting of 78 yes/no items to collect data. A survey method was employed, and the collected data were analyzed using the t-test. The results revealed significant differences in adjustment problems based on both area and experience. Specifically, urban teachers and those with more than 15 years of experience reported higher levels of adjustment problems compared to their rural and less experienced counterparts. These findings highlight the need for targeted support and interventions to help female teachers adapt to their professional environment more effectively.

Keywords: Adjustment Problems, Female Teachers, Primary Education, Urban and Rural Schools, Teaching Experience, Kalol Taluka, Educational Psychology, Teacher Stress, Teacher Adaptation, Survey Research

1. Introduction

According to the Gujarati dictionary, education refers to a systematic process of nurturing, cultivating, or acquiring knowledge. It can also be understood as the art of drawing out the physical, mental, and spiritual potential within a child. In essence, education aims to bring about desirable changes in a child's behaviour and contributes to the overall and balanced development of an individual.

Among the various goals of education, one important aim is to help children learn how to adjust and adapt effectively. Since adaptation is essential for survival in life, it becomes the teacher's responsibility to offer students opportunities to experience and develop adjustment skills. However, this raises a critical question: how can a teacher successfully provide such experiences, and are the students truly prepared to handle and benefit from them?

In present study, the researcher investigated about adjustment problems of female primary school teachers of Kalol Taluka.

2. Objectives of the Study

Objectives of present study are as follow.

- 1.To study the adjustment problems of female primary school teachers.
- 2.To study the adjustment problems of female primary school teachers in context of area of schools.
- 3.To study the adjustment problems of female primary school teachers in context of experience.

3. Hypotheses of the Study

- Ho₁ There is no significance difference between the mean scores obtained in Adjustment Problems Inventory by primary school teachers of urban and rural area.
- Ho₂ There is no significance difference between the mean scores obtained in Adjustment Problems Inventory by primary school teachers having experience up to 15 years and more than 15 years.

4. Variables of the Study

In this study the following types of variables are selected.

Independent variable

In this study three types of independent variable will have been taken.

1.Area of School

- 1.Urban
- 2.Rural

2.Experience

- 1.Up to 15 years
- 2.More than 15 years

5. Dependent variable

Scores obtained from Adjustment Problems Inventory

6. Definitions of Keywords

6.1 Adjustment

James C. Coleman (1983) said,

“Adjusted behavior is the behavior by which the individuals to deal with stress and meet his need, also efforts to maintain harmonious relationships with the environment”

James Drever (1952) defines adjustment as,

“The modification to compensate for or meat special condition.”

According to the Carter V Good (1972),

“Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment”

According to Merriam-Webster.com,

“The act or process of adjusting is called adjustment”

6.2 Operational definition

“Adjustment problems defined by the scores obtained by Adjustment Problems Inventory of female primary school teachers of Kalol taluka.”

7. Limitations of the Study

Limitations of present study are as follow.

- 1.The present study was conducted on female teachers working in primary schools of Kalol taluka.
- 2.The present study was conducted on female teachers working in Government Gujarati medium schools.

8. Research Method

The main objective of researcher was to study the adjustment problems of female teachers of primary schools of Kalol taluka. To obtain the data, the researcher constructed and standardized the Adjustment Problems Inventory for primary schools' female teachers. The researcher randomly selected different schools of Kalol taluka and female teachers from selected schools were given data collection tool. Thus, as a data collection procedure, information regarding adjustment problems from a large sample was performed. The researcher had to collect information from a large sample. Therefore, **Survey Method** was used in present study.

9. Sample of the Study

The researcher selected 300 female teachers of primary schools of Kalol taluka. Out of these, 150 female teachers selected from urban area and 150 female teachers were selected from rural area.

Table 1: Sample of the Study

Area/Experience	Urban	Rural	Total
Up to 15 years	75	75	150
More than 15 years	75	75	150
Total	150	150	300

10. Research Tool

The researcher constructed Adjustment Inventory for the problems faced by female teachers of primary schools selected from Kalol taluka. There were 78 questions in final Adjustment Problems Inventory. Each question has two responses: 1) Yes and 2) No.

11. Data Collection

Data collection was a crucial phase of the present study. A total of 300 female primary school teachers from Kalol Taluka were chosen as participants. The researcher personally visited each selected school beforehand to secure permission for conducting the survey. Meetings were held with the principals of these schools to finalize the schedule. A specific date and time were then agreed upon for administering the tool. On the scheduled day, the researcher returned to each school, distributed the Adjustment Problems Inventory to the selected teachers, and provided clear instructions on how to respond to each item. Once the teachers completed the inventory, all the responses were collected by the researcher.

12. Data Analysis and Results

The researcher constructed two hypotheses as mentioned above. These hypotheses were checked using t-tests. The results of t-tests were obtained as below.

Ho₁ There is no significance difference between the mean scores obtained in Adjustment Problems Inventory by primary school teachers of urban and rural area.

Table 2: Result of t-test between teachers of urban and rural area

Area	N	M	SD	SED	t	Significance
Urban	150	52.22	4.70	0.56	7.76	0.01
Rural	150	47.87	5.01			

df	0.05	0.01
298	1.97	2.59

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers of urban and rural area is 7.76. For, df=298, table t-values are 1.97 at 0.05 level and 2.59 at 0.01 level. Calculated t-value is higher than table t-values at both levels. Therefore, Ho₁ is rejected and there is a significant difference between mean scores obtained by female teachers of urban and rural area. Here, mean score of female teachers of urban area is higher than mean score obtained by female teachers of rural area. So, it is revealed that the female teachers of urban area have more adjustment problems than female teachers of rural area.

Ho₂ There is no significance difference between the mean scores obtained in Adjustment Problems Inventory by primary school teachers having experience up to 15 years and more than 15 years.

Table 2: Result of t-test between teachers having experience up to 15 years and more than 15 years

Experience	N	M	SD	SED	t	Significance
Up to 15 years	150	48.83	4.86	0.56	4.34	0.01
More than 15 years	150	51.26	4.84			

df	0.05	0.01
298	1.97	2.59

As mentioned in above table, the calculated t-value between mean scores obtained by female teachers having experience up to 15 years and more than 15 years is 14.42. For, df=298, table t-values are 1.97 at 0.05 level and 2.59 at 0.01 level.

Calculated t-value is higher than table t-values at both levels. Therefore, H_0 is rejected and there is a significant difference between mean scores obtained by female teachers having experience up to 15 years and more than 15 years.

Here, mean score of female teachers having more than 15 years is higher than mean score obtained by female teachers having experience up to 15 years. So, it is revealed that the female teachers having experience more than 15 years have more adjustment problems than female teachers having experience up to 15 years.

13. Findings of the Study

Major findings of present study are as follow.

1. The female teachers of urban area have more adjustment problems than female teachers of rural area.
2. The female teachers having experience more than 15 years have more adjustment problems than female teachers having experience up to 15 years.

14. Conclusion

The researcher studied the adjustment problems of female teachers of primary schools of Kalol taluka. After research, it was revealed that the female teachers of urban area have more adjustment problems than the female teachers of rural area. As well as, the female teachers having experience more than 15 years have more adjustment problems than the female teachers having experience up to 15 years.

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