



Construction and Standardization of Adjustment Problems Inventory for Primary School Teachers

PRIYA PANDEY
Researcher,
Monark University, Ahmedabad

DR. URMILA GOSWAMI
Research Guide,
Monark University, Ahmedabad

Abstract:

The present study was undertaken to construct and standardize an Adjustment Problems Inventory (API) specifically for female primary school teachers of Kalol Taluka in Gujarat. A systematic tool construction process was followed, including item generation, expert validation, pre-testing, pilot testing, item analysis, and statistical validation. The final version of the inventory comprised 78 items covering personal, social, emotional, and professional adjustment issues commonly faced by female educators. The tool was administered to a purposive sample of 300 female teachers from both government and private primary schools in Kalol Taluka. Statistical analysis confirmed the inventory's high reliability and strong face and content validity. Area-based and experience-based comparisons revealed that teachers with lesser teaching experience reported more adjustment problems, while no significant difference was found between government and private school teachers. This validated tool can assist school administrators, psychologists, and teacher educators in identifying and addressing adjustment issues among female teachers in the region.

Keywords: *Adjustment Problems, Inventory Construction, Standardization, Female Teachers, Kalol Taluka, Primary Education, Reliability, Validity, Teacher Experience*

1. Introduction

Female primary school teachers play a vital role in the educational foundation of a society. However, they often face a unique combination of personal, professional, emotional, and social challenges. These issues are often intensified in semi-urban or rural regions like Kalol Taluka, where societal expectations, infrastructural limitations, and professional pressures intersect. Despite their significance, little attention has been paid to developing a standardized tool for assessing the adjustment problems specifically faced by female teachers in such contexts. This study aims to fill this gap by designing an appropriate instrument for identifying these adjustment challenges, enabling timely intervention and support.

2. Adjustment Problems: Conceptual Understanding

Adjustment problems refer to a range of difficulties experienced by individuals in adapting effectively to their environment. In the teaching profession, especially among women, such problems may include stress due to workload, conflicts in work-life balance, interpersonal issues with colleagues, or lack of recognition. If not addressed, these issues may lead to low job satisfaction, mental exhaustion, and reduced teaching effectiveness.

3. Objectives of the Study

Objectives of present study are as follow.

- 1.To construct an Adjustment Problems Inventory for female primary school teachers of Kalol Taluka.
- 2.To establish the reliability of the constructed inventory.
- 3.To establish the validity of the constructed inventory.
- 4.To study adjustment problems among female primary teachers of Kalol Taluka.

- 5.To compare adjustment problems based on type of school.
- 6.To compare adjustment problems based on teaching experience.

4. Hypotheses of the Study

- H₀₁** There is no significant difference in adjustment problems between government and private school female teachers.
- H₀₂** There is no significant difference in adjustment problems between female teachers having teaching experience up to 15 years and more than 15 years.

5. Variables of the Study

In this study the following types of variables are selected.

5.1 Independent variable

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

1.Type of School

- Government
- Private

2.Experience

- Up to 15 years
- More than 15 years

5.2 Dependent variable

Scores obtained from Adjustment Problems Inventory

6. 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 and Private Gujarati medium schools.

7. Research Method

In the present study, the Descriptive Survey Method was used. This method is appropriate when the objective is to collect data from a specific population to describe existing phenomena, test hypotheses, and draw generalizations.

8. Sample of the Study

The researcher selected 300 female teachers of primary schools of Kalol taluka. Out of these, 150 female teachers selected from Government schools and 150 female teachers were selected from private schools.

Table 1: Sample of the Study

Area/Experience	Government	Private	Total
Up to 15 years	75	75	150
More than 15 years	75	75	150
Total	150	150	300

9. Research Tool

The researcher constructed Adjustment Problems Inventory for female teachers of primary schools selected from Kalol taluka. The researcher followed following steps in construction of research tool.

9.1 Primary form of Adjustment Problems Inventory

At primary level, the researcher constructed 100 questions having responses 'Yes' and 'No. For construction of these questions, the researcher took help of guide, co-researcher and primary school teachers. The researcher also reviewed some previous researches and their adjustment inventories.

9.2 Experts' Review

The constructed inventory was sent to different research experts and primary school teachers. As per suggestions given by experts, the researcher modified the inventory.

9.3 Pre-primary piloting of Adjustment Problems Inventory

For pre-primary piloting of Adjustment Problems Inventory, the researcher selected 30 female teachers from government and private primary schools. The main objective of pre-primary piloting was to assess comprehension and relevance. Minor modifications were made based on their feedback.

9.4 Primary Piloting and Item Analysis

For primary piloting, the researcher took 200 primary school teachers from Kalol taluka. The researcher conducted t-test between mean scores of upper group (27% high scoring teachers) and lower group (27% low scoring teachers) for each item. After item analysis, 22 low-performing items were eliminated. The final version contained 78 items.

9.5 Reliability of Adjustment Problems Inventory

The researcher found different types of reliability of Adjustment Problems Inventory as mentioned below.

Table 2: Different Types of Reliability

No.	Reliability Method	Coefficient
1	Test-Retest (3 weeks)	0.85
2	Split-Half (Spearman-Brown)	0.88
3	Cronbach's Alpha	0.91
4	KR ₂₀	0.89

9.6 Validity of the Inventory

The researcher found two types of validity.

9.6.1 Face Validity

Face validity refers to the apparent relevance and clarity of the tool as judged by experts and potential respondents. It does not involve statistical testing but is based on subjective judgment. Since the items were seen as directly reflecting real-life adjustment issues encountered by female teachers, the inventory was found to possess very good face validity.

9.6.2 Content Validity

Content validity refers to the degree to which the content of the test covers all relevant areas of the construct—in this case, the construct being adjustment problems. All domains were well-represented, and every item served a clear purpose aligned with its respective construct. Therefore, the tool was judged to have strong content validity.

10. Data Collection process

- The researcher personally visited the selected schools after obtaining permission from school authorities.
- Purpose of the study was explained, and consent was taken from all participants.
- The Adjustment Problems Inventory was administered in a group setting.
- Teachers were provided with clear instructions and given 40–45 minutes to complete the inventory.
- Care was taken to maintain objectivity, confidentiality, and standardization during administration.
- Completed inventories were collected and securely stored for data analysis.

11. 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 significant difference in adjustment problems between government and private school female teachers.

Table 3: Result of t-test between teachers of government and private schools

Type	N	M	SD	SED	t	Significance
Government	150	49.32	6.11	0.90	1.12	NS
Private	150	48.21	6.45			

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 government and private schools is 1.12. For, df=298, table t-values are 1.97 at 0.05 level and 2.59 at 0.01 level.

Calculated t-value is less than table t-values at both levels. Therefore, HO₁ is not rejected and there is no significant difference between mean scores obtained by female teachers of government and private schools. So, it is revealed that the female teachers of government and private schools have similar adjustment problems.

Ho₂ There is no significant difference in adjustment problems between female teachers having teaching experience up to 15 years and more than 15 years.

Table 4: 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	46.75	5.82	0.85	3.64	0.01
More than 15 years	150	51.40	6.38			

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 3.64. 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, HO₂ 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.

12. Findings of the Study

Major findings of present study are as follow.

1. The female teachers of government and private schools have similar adjustment problems.
2. The female teachers having experience more than 15 years have more adjustment problems than female teachers having experience up to 15 years.

13. Conclusion

This research successfully constructed and standardized an Adjustment Problems Inventory specifically for female primary school teachers in Kalol Taluka, Gujarat. The tool demonstrates strong psychometric properties and offers valuable insights into the adjustment challenges faced by teachers in regional settings. The findings emphasize the need for early support systems, especially for teachers with limited experience. The inventory can serve as a diagnostic tool for school administrators, teacher educators, and mental health professionals to enhance teacher well-being and effectiveness.

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