



A COMPARATIVE STUDY OF ADJUSTMENT OF TEACHERS WORKING IN SELF-FINANCED TEACHER EDUCATION COLLEGES

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ABSTRACT

Adjustment is not simply an adaptation, it is actually a condition or a state of mind and behaviour in which one feels that one's need are gratified and can live happily and successfully. The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation. According to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us (Mangal, 2006). Adjustment can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. A study was conducted to know the adjustment of teachers working in self-financed teacher education colleges of Faridabad. A descriptive survey method of research was used to collect the data of adjustment among teachers of self-financed teacher education colleges. The sample for the study consisted of 200 teachers randomly selected from self-financed teacher education colleges located at urban and rural areas of Faridabad district of Haryana state. The colleges were selected on the basis of convenient sampling whereas simple random technique was followed to select the teachers. The instrument used to collect the data was based on the self-developed Adjustment Inventory Scale (AIS). The findings of the study show that majority of teachers of self-financed teacher education colleges were found under moderate level of adjustment. The teachers of urban self-financed teacher education colleges were found to be more adjusted in comparison to the teachers working in rural self-financed teacher education colleges. The female teachers of self-financed teacher education colleges were found to be more adjusted than the male teachers of self-financed teacher education colleges.

KEYS WORDS: *Adjustment; Teachers; Self-Financed Teacher Education Colleges.*

INTRODUCTION

Everywhere there is adjustment in life. It is a continuous process. Every day we make countless adjustment in our home, schools, colleges and in our profession. Thus adjustment is very important in our life. Adjustment refers to an individual's relationships with his/her environment to bring harmony in life. The concept of adjustment was originally biological one and was used in Darwin's theory of evolution (1859) and was termed as adaptation. Then in education it was Piaget who used the term adaptation which is the highest capacity to adapt to new situations. Biologists use the term adaptation strictly for physical demands of the environment but psychologists use the term 'Adjustment' for varying conditions of social or interpersonal relations to the demands and pressure of social environment. Psychologists have

interpreted adjustment as an achievement which emphasizes the quality or efficiency by which individual can perform his/her duties efficiently in different circumstances. Adjustment is a process by which an individual can adjust in his emotional environment.

ADJUSTMENT

The dictionary meaning of the word "adjustment" is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other. It is a process of adapting one's behaviour to produce a more harmonious relationship between himself/herself and his/her environment (Gate & Gersild, 1973). According to Gates, "Adjustment is a continuous process by which a person varies

his behaviour to produce a more harmonious relationship between himself and environment.”

The concept of adjustment was originally a biological one which was used by Darwin in his theory of evolution (1859). Darwin's theory depicts about survival of fittest. The theory states that only those organisms most fitted to adapt to the hazards of the physical world survive which is concerned with the problem of physical adaptations. Richard S. Lazarus writes, The Biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what may be called 'psychological survival' than physical survival. As in the case of the biological concept of adaptation, human behaviour is interpreted as adjustments to demands or pressures. These demands are primary social or interpersonal and they influence the psychological structure and functioning of the person. Thus the concept of adjustment is as old as human race on earth systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation.

Adjustment can be defined as a satisfactory relationship of an organism to its environment. According to some psychologists environment consists of all surrounding influences or forces which may influence the organism in its efforts towards maintenance. Thus, it is a process through which an organism moulds itself in response to conditions it faces. The most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of life.

According to the **dictionary of psychology**, “The adjustment is only operation where by an organism or organ becomes more favorably related to the environment or to the entire situation environment and internal”. Some of the definitions of adjustment are given below;

Shaffer, L.S. (1961) “adjustment is the process by which living organism maintains between its need and the circumstances that influence the satisfaction of these needs.” “Adjustment Is the relationship which becomes established among biological heritage or organism, the environment and personality”.

Traxler, A.E. (1957) “Occasionally in the use of the term adjustment we imply that the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment that he would be glad to see persist through his life.”

Skinner (1952): “Adjustment involves the organization of personality. This organization leads to the stability that is an active adjustment of individual to his social and physical environment”

Coleman (1960) defined adjustment as, “the process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment”.

According to Morgan (1955), Adjustment should always be viewed as dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response.

Good in his “Dictionary of Education” has defined psychological adjustment as:

1. Process of finding and adopting modes of behavior suitable to the environment are to change in environment.
2. Any operation where by an organism or organ becomes more favorable related to the environment or to the entire situation environmental and internal.
3. Biologically a change or acquired characteristics in an organism that enables it to meet the requirements of its environment.

Thus from the definitions of adjustment it can be viewed that adjustment is not only a process but it is a product. It is both individual as well as social. The individual aspect tells how an individual is free from internal conflicts and tensions or inconsistencies and how he is skillful to adapt to new situations. The social aspect reveals how an individual has established a satisfactory relationship between himself and his environment, between his needs and desires and those of other people.

The definitions of adjustment lead us to the following characteristics of adjustment

1. Adjustment is a process that takes a person to leads happy and well countered life.
2. Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
3. Adjustment implies changes in our thinking and way of life to the demands of the situation.
4. Adjustment gives us the ability and strength to bring desirable change sin the state of our environment.
5. Adjustment is physiological as well as psychological.
6. Adjustment is multi-dimensional.
7. Adjustment brings us happiness and contentment.

Thus, a well-adjusted Individual seems to be one who has established some reasonable goals in life with his interests and abilities and who has settled down to work towards those goals seriously and steadily but without tension.

Psychologists have viewed adjustment from two important perspectives such as; **Adjustment as an achievement** and **”adjustment as a process”**.

‘Adjustment as achievement’ means how efficiently an individual can perform his duties under different circumstances. If we perceive adjustment as achievement, we have to set criteria to judge the quality of adjustment. Four criteria as given by the psychologists to judge the adequacy of adjustment are given below;

- Physical health
- Psychological comfort
- Work efficiency, and
- Social acceptance

‘Adjustment as a process’ lays emphasis on the process by which an individual adjusts to his external environment. It is important, especially from teachers’ point of view. Teachers’ adjustment largely depends on their interaction with the external environment of the institution where they work. They always try to adjust to it.

Piaget has studied the adjustive process from different angles. He uses the term assimilation and accommodation to represent the alternation of oneself or environment as a means of adjustment.

A person who carries his values and standards of conduct without any change and maintains these in spite of major changes in the social climate is called assimilator.

The person who takes his standards from his social context and changes his beliefs in accordance with the altered values of the society is called accommodator.

In order to adjust successfully in society a person has to resort to both the devices i.e. *assimilation* and *accommodation*.

AREAS OF BALANCED ADJUSTMENT

A healthy and well-adjusted person possesses some observable behavioural patterns which should be according to the social expectations of an individual. A well-adjusted person is supposed to possess the following characteristics:

1. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered around the demands of society, culture, and his own self so that he does not clash with his environment or with himself (Mangal, 2006).
2. A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighbourhood and other social surroundings. He/she maintains his/her zeal and enthusiasm despite all odds.
3. A well-adjusted individual holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically.
4. A well-adjusted person appreciates the goodness in objects, persons or activities. He/she does not try to look for weakness and faults. His/her observation is scientific rather than critical or punitive. He likes people, admires their good qualities, and wins their affection.
5. A well-adjusted person's level of aspiration is neither too low nor too high in terms of his own strengths and abilities. He/she neither try to reach for the stars nor repent over selecting an easier course for his advancement.
6. A well-adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting his limitation.
7. A well-adjusted person is emotionality balanced, free from conflicts and frustrations. He is competent in interpersonal relations.
8. A well-adjusted person is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behaviour.
9. A well-adjusted person bears flexible behaviour he/she is free from tension due to routine events. He/she possesses good physical health and is independent in decision making.
10. He/she is rational and respects himself and others. The dislike of one-self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.
11. His/her basic organic, emotional and social needs are full satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.
12. He/she has the capacity to deal with adverse circumstances. He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent

drive to master his environment rather than to passively accept it.

TEACHERS' ADJUSTMENT

Adjusted teacher do much to bring about pupil adjustment and converse is also true. Like other individual social, economical and emotional factors also affect the teachers' adjustment because teacher is also a human being. But teacher is different from others people of the society because of some responsibilities. He is the person who holds the responsibilities of making the future of human beings under his charge. Hence it is necessary for a teacher that he/she should be fully satisfied from all aspects. When he/she fully satisfied and adjusted then he will do his/her work with his/her best talent and then we can say that he/she is adjusted. Maladjusted teacher is a potential cause of the problem of indiscipline and quality of work suffers but also the development of the personality of the children under his/her charge is badly hampered, so that it may be stopped from multiplying in size. A maladjusted teacher fail to decide upon any course of action or accept some ineffective and socially undesirable course in short his/her behaviour is disturbing to him/her and to the students. Maladjustment is a disease that needs to be diagnosed as early as possible. For the purpose there should be measure to assess the degree of adjustment or maladjustment of teachers. The democratic and receptive behaviour of the teacher leads to better emotional rapport in the class and develops positive attitudes in the students towards the teacher and the class-work.

FACTORS AFFECTING ADJUSTMENT OF TEACHERS

The following factors adversely affect the adjustment of teachers as compared with other professionals.

1. **Economic hardship:** The financial position of the teacher is poor. Most of the teachers can hardly both ends meet. They have limited income. They do not get facilities and benefits like free medical aid, free education of children, concessional tickets for travel etc. Their economic status does not allow them to participate in the general stream of social life. This gives rise to feeling of frustration which effects adversely the adjustment of teachers.
2. **Low social status:** The teacher's socio-economic status is very low. The teacher enjoys no recognition and status in the society. He suffers from poverty, neglect, indifference and insecurity. The society is not prepared to accept him as an honorable citizen. He occupies the back seat in social hierarchy. It develops the feeling of inferiority in the teacher, which impairs his adjustment.
3. **Too much of work:** The teachers generally have a heavy workload in the school. Sometimes they have to teach thirty-six periods per week in addition to regular periods. They also to take extra periods when some member of the staff is on leave. The organization of the co-curricular activities puts added pressure on the teachers. This exercise work develops emotional tensions and mental fatigue which if continued for a long period lead anxiety. It has a damaging effect on the mental health of teachers and it may lead him to maladjusted.

- 4 **No freedom of work:** There is too much interference of higher authorities. In certain schools the Headmasters acts as bosses and their attitude towards the teacher is not good. Sometimes the Headmasters even rebuke the teachers in the presence of the student. This type of attitude is insulting and injurious to the self respect of teachers. These injuries their ego causes ill mental health and maladjustment.
- 5 **Lack of facilities:** There are many schools, which do not have facilities like audio visual aids and science laboratory. Lack of facilities causes frustration in the mind of teachers which also causes maladjustment.
- 6 **Lack of recreational facilities:** There is a dearth of recreational facilities for teachers in our schools.
- 7 **Feeling of cast, creed and religion:** In various educational institutions preference is given on the basis of cast and religion and not on teaching competency of the person. Teachers are unjustly accused and sometime dismissed because they do not flatter the authorities or they recent against the malpractice and injustice of the authorities.
- 8 **Antagonistic attitude of students:** There is growing indiscipline among students. In the school it is responsibility of the teacher to maintained discipline but most of the causes of indiscipline are beyond the control of the teachers. The students no longer pay due respect to the teachers under these circumstances. The teachers feel helpless and frustrated and it becomes difficult to establish a good relation among teachers and students and causes maladjustment.

NEED AND IMPORTANCE OF THE STUDY

Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important role to play for in improvement of effective and good education. Teachers' role in society, in general and in education has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmes. The main quality of teacher is the positive attitude towards education. The attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme.

The concept of adjustment is as old as human race on earth systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. Adjustment means reaction to the demand and pressure of social environment imposed upon the individual. Though the process of interaction between ability and situation men establish and harmony or adjustment with the world around him. Adjustment should always be viewed as dynamic process and never as a static condition. No person is ever free from the necessity of meeting varied conditions. Some of them new and some old and with each variation there must be modification of response. All types of works are not satisfying. Suitability of work therefore, is very important for job satisfaction and adjustment of an individual.

Teachers play a significant role in the field of education in a nation. It is the teachers who deal with all the policies and

programmers of education. Thus, adjustment of teachers in an institution is of crucial importance. This relates to his/her identification with the teaching profession and his/her willingness to be effective in teaching and learning process. Job satisfaction and good adjustment not only increases efficiency but also provides intrinsic motivation and adjustment for work. It is necessary for the development of any educational organization because directly or indirectly it influence attitude, morale, and absenteeism. Job satisfaction is considered a strong predictor of overall individual well-being and adjustment.

In the organizational context, stress has been found to be experienced by teachers of self-financed teacher education colleges due to job insecurity, performance expectations, technology changes, and personal and family problems which may be the cause of depression, irritation, anxiety, fatigue and thus lower self-esteem and reduce job satisfaction which are directly associated with adjustment of teachers. Therefore, the investigator decided to carry out a research in order to find out the adjustment of teachers working in self-financed teacher education colleges.

RESEARCH METHODOLOGY

The present research work is descriptive in nature which is comparative as well as correlational. In which the data of adjustment of were analysed and compared with regard to gender and locale of the teachers working in self-financed teacher education colleges.

STATEMENT OF THE PROBLEM

The title of the research under investigation is given as, "A Comparative Study of Adjustment of Teachers Working in Self-financed Teacher Education Colleges".

OPERATIONAL DEFINITION OF THE KEY TERMS

Teacher: The term 'Teacher' used in this present study refers to the Teachers working in self-financed Teacher Education Colleges located in Faridabad District of Haryana state.

Teacher Education Colleges: An institution where B.Ed. course is taught to the students in the form of regular classes and formal education.

Adjustment: Adjustment is a continuous process by which a teacher varies his/her behaviour to produce a more harmonious relationship between himself/herself and his/her environment.

OBJECTIVES OF THE STUDY

- 1) To study the adjustment of teachers working in self-financed teacher education colleges.
- 2) To study the adjustment of male teachers working in self-financed teacher education colleges.
- 3) To study the adjustment of female teachers working in self-financed teacher education colleges.
- 4) To compare the adjustment between male and female teachers working in self-financed Teacher Education Colleges.
- 5) To compare the adjustment between teachers working in urban and rural self-financed Teacher Education Colleges.

HYPOTHESES OF THE STUDY

1. There is no significant difference between adjustment of male and female teachers working in self-financed teacher education colleges.

2. There is no significant difference of adjustment between teachers working in self-financed teacher education colleges located in urban and rural areas.

DESIGN OF THE STUDY

The main objective of the present research work was to determine adjustment of teachers working at self-financed teacher education colleges located at district Faridabad of Haryana so descriptive survey method was the most appropriate which is the most widely used research method in education. Descriptive method attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. This method was adopted in the present research work to study the level of adjustment amongst the teachers working in self-financed Teacher Education Colleges.

Population: The population for the present research work comprised of the college teachers working in self-financed teacher education colleges located at district Faridabad of Haryana state.

Sample: The sample for the present research work comprised of 200 teachers working in self-financed teacher education colleges located in Faridabad district of Haryana state. The sample consisted of 100 teachers working in self-financed teacher education colleges located in urban area and 100 teachers working in self-financed teacher education colleges located in rural area. There were equal numbers of male and female teachers for study. The colleges were selected by convenient sampling technique while the teachers were selected by random sampling technique.

TOOL USED

“Teachers’ Adjustment Inventory” developed and standardised by the investigator was used to assess adjustment of teachers working in self-financed teacher education colleges.

DELIMITATIONS OF THE STUDY

The study is delimited to;

1. The college teachers working in self-financed teacher education colleges.
2. The self-financed teacher education colleges located at Faridabad district of Haryana.
3. Only 200 teachers working at Self-financed teacher education colleges of Faridabad will be taken for the study.
4. Both male and female teachers working at Self-financed teacher education colleges of Faridabad.

ANALYSIS AND INTERPRETATION OF DATA OF TEACHERS’ ADJUSTMENT

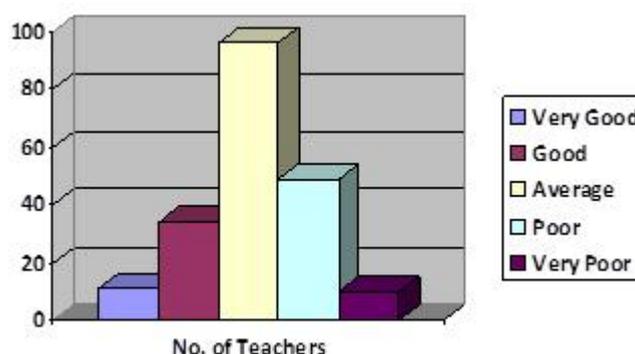
Adjustment of teachers in an institution depends upon many factors such as college environment, ambience, salary and other facilities. Teachers may differ in adjustment in an institution depending on their perception and facilities they avail there. For analysis and interpretation, the raw scores were obtained by administering adjustment on selected sample of self-financed teacher education colleges were classified as male and female teachers of self-financed teacher education colleges from each urban and rural category. The table 1, given below shows the ranges of raw scores, and number of teachers under various categories of adjustment.

Category	Description	Range of Raw Scores	No. of Teachers
A	Very Good	63+above	11
B	Good	54-62	34
C	Average	43-53	96
D	Poor	33-42	49
E	Very Poor	32+below	10
Total			200

On analysing the data of adjustment of 200 teachers of self-financed teacher education colleges it was concluded that 11 teachers of self-financed teacher education colleges were found very good in adjustment while 34 teachers were found good, 96 teachers were at average, 49 teachers were poor and 10 teachers of self-financed teacher education college were

found very poor in adjustment in their respective institutions/ colleges.

Majority of teachers of self-financed teacher education colleges were found to be moderately adjusted in their institutions/ colleges. Only 5.5% of the sample was found to be very good in adjustment.



Graph 1: Number of teachers of Self-financed teacher education colleges Under Various Categories of Adjustment

Graph 4.1 shows that majority of teachers (48%) of self-financed teacher education colleges were found under average adjustment. Only a few of them were found under very good and very poor categories of adjustment.

MEAN COMPARISON OF ADJUSTMENT BETWEEN URBAN AND RURAL TEACHERS

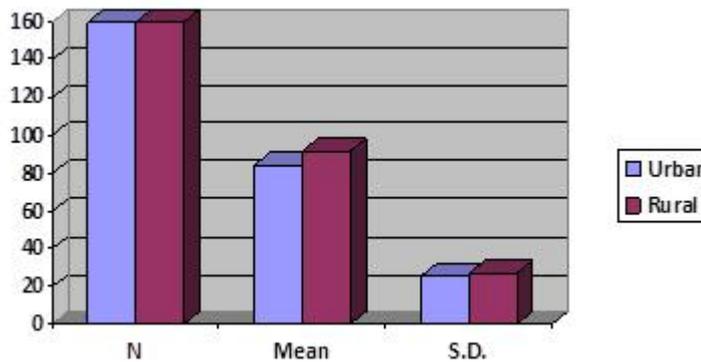
OF SELF-FINANCED TEACHER EDUCATION COLLEGES

The table 2 shows relevant statistics i.e. mean, standard deviation (SD), t- ratio and actual number of urban and rural teachers. Mean comparison of adjustment between urban and rural teachers of self-financed teacher education colleges is given here:

Group	N	Mean	S.D.	t-value	Level of Significance
Urban	100	49.14	8.66	2.42	Significant
Rural	100	46.41	9.45		

It is clear from table-2, that the mean score of adjustment of 100 teachers of self-financed teacher education colleges located in urban area of Faridabad was calculated to be 49.14 with standard deviation 8.66 which is greater than the mean scores of rural teachers i.e. 46.41 with standard deviation 9.45. This shows that the urban teachers were found to be more adequately adjusted in comparison to the teachers working in self-financed teacher education colleges of rural area. Both the groups differ in the scale of adjustment.

On analyzing the data, it is clear that two groups differ significantly on their adjustment as the t- value between the mean scores of self-financed teacher education colleges located in urban and rural area is calculated to be 2.42 which is greater than the tabulated t -value (1.96) at 0.05 level of significance. Thus, there exists a significant difference in adjustment between the teachers working in self-financed teacher education colleges located in urban and rural area of Faridabad. The reason behind may be the locale.



Graph 2: Mean and S.D. of Adjustment between Urban and Rural Teachers

It is evident from graph 2 that the calculated mean scores of adjustment of self-financed teacher education colleges teachers working in urban area is higher than the teachers working in self-financed teacher education colleges located in rural area of Faridabad which is statistically significant. Thus it is concluded that teachers of urban and rural self-financed teacher education colleges differ significantly in their adjustment scale.

were better adjusted than the teachers of rural teacher education colleges.

COMPARISON OF ADJUSTMENT BETWEEN MALE AND FEMALE TEACHERS OF SELF-FINANCED TEACHER EDUCATION COLLEGES

It is clear that the calculated value of “t” between the mean scores of adjustment of urban and rural teachers of self-financed teacher education colleges found to be greater than the table value 1.96 at 0.05 level of significance. Hence the Hypothesis that, “*There is no significant difference of adjustment between teachers working in self-financed teacher education colleges located in urban and rural areas*” is rejected. Hence, it may be inferred that urban teachers

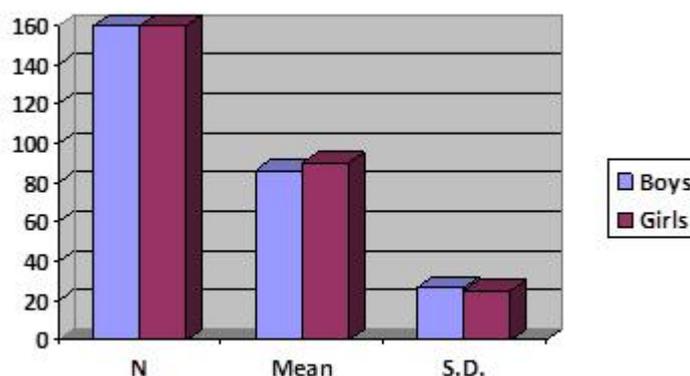
In order to compare the adjustment between male and female teachers of the self-financed teacher education colleges, the investigator calculated the mean score the adjustment of male and female teachers then standard deviation (SD) was calculated to find t- ratio between the two groups (male and female) teachers of self-financed teacher education colleges. Mean comparison of adjustment between male and female teachers of self-financed teacher education colleges is given here:

Group	N	Mean	S.D.	t-value	Level of significance
Male	100	47.17	8.600	0.93	Insignificant
Female	100	48.38	9.671		

It is clear from table-3 that the mean scores of adjustment of 100 male teachers of self-financed teacher education college was calculated to be 47.17 with standard deviation 8.60 which is slightly less than the mean scores of 100 female teachers of self-financed teacher education college i.e. 48.38 with standard deviation 9.671.

On analyzing the data it is clear that the male and female teachers of self-financed teacher education colleges do not differ significantly on their adjustment. The calculated t-value of mean score of adjustment between male and female teachers teaching in self-financed teacher education colleges was

calculated to be 0.93 which is less than the tabulated t -value (1.96) at 0.05 level of significance.



Graph 3: Showing Mean and S.D. of Adjustment between Male and Female

It is evident from graph 4.7 that the mean scores of adjustment of female teachers is greater than the mean score of adjustment of male teachers of self-financed teacher education college which is statistically not significant. It means that the male and the female teachers of self-financed teacher Education Colleges do not differ significantly in their adjustment scale.

Thus, the hypothesis, which reads as, “*There is no significant difference between adjustment of male and female teachers working in self-financed teacher education colleges*” is accepted.

MAJOR FINDINGS

The major findings of the study are given below:

- From the collected data it has come to know that the maximum number of teachers of self-financed teacher education colleges was found under moderate level of adjustment.
- Only a few teachers were found under very good but not a single teacher of self-financed teacher education colleges was found very poor in adjustment.
- Majority of urban teachers of self-financed teacher education colleges had moderate level of adjustment.
- From the collected data it has come to know that the maximum number of rural teachers of self-financed teacher education colleges was found under moderate level of adjustment.
- The mean score of adjustment of female teachers of self-financed teacher education colleges is greater than the mean score of adjustment of male teachers of self-financed teacher education colleges which is statistically not significant.
- The findings of study show that the mean score of adjustment of teachers of urban self-financed teacher education colleges were found to be are greater than the mean score of adjustment of self-financed teacher education colleges of rural area.
- There existed a significant difference in adjustment between the teachers of urban and the rural self-financed teacher education colleges of Faridabad.

CONCLUSION

Only a significant difference was found in adjustment between the mean scores of urban and the rural teachers of self-financed teacher education colleges of Faridabad which is statistically significant. The urban teachers of self-financed teacher Education College were found to be more inclined

towards adjustment in comparison to their counterpart the teachers working in rural area. The reason behind is that the urban teachers were found to be felicitating more resources to their profession than the rural teachers. The male and the female teachers of self-financed teacher education colleges do not differ significantly on their adjustment. A slight difference of the mean scores of adjustment was found between the male and female teachers of self-financed teacher education colleges of Faridabad. Female teachers were found to be more adjusted towards their profession. Thus it is concluded that male and female teachers of self-financed teacher education colleges do not differ significantly in their adjustment scale. A slight difference of adjustment is seen between the male and female teachers of self-financed teacher education colleges which is statistically not significant.

EDUCATIONAL IMPLICATIONS

In view of our findings following educational implications can be laid down:-

- Appropriate ongoing professional development programmes should be organised in order to better adjustment of teachers.
- Be conscious to care the teachers regarding their adjustment in all educational institutions.
- Create a relaxed college ambience and extra facilities should be provided to teachers for their better adjustment in the college.
- Government should take more initiatives to frame strict rule and regulations for the management of self-financed colleges to provide more facilities for college teachers.
- Provide a verbal and written outline of salary, leave, remuneration and other facilities to teachers for proper use of their knowledge, skill and time.
- Specialized courses for teachers on handling of computer applications across the curriculum and class room management should be organized.
- Various seminars and lectures by the experts should be arranged in the college to give better satisfaction to teachers practically in real situation to be adjusted there in colleges.

SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study on a larger sample teachers belonging to other district may be undertaken.
2. A comparative study of adjustment of rural school teachers and urban school teachers should be undertaken comparing with college teachers.

3. A study may be conducted to know the effectiveness of teachers training programmes, and workshops and refresh courses to develop positive attitudes of teachers towards their job.
4. A similar study may be conducted in determining the significant correlates and the challenges in teacher education.
5. The study may be conducted in order to know some techniques to reduce stress among teachers of self-financed teacher education colleges.
6. Further research may be conducted to design the quality of instruction in relation to adjustment and job satisfaction.
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