Academic-Qualification-wise Professional Adjustment of Teachers: A comparative study

Dr. Afroz Haider*

ABSTRACT

Investigator carried out a study of professional adjustment of teachers having different academic qualification. 792 sample of teachers teaching in primary school to higher education institutions have been taken in this study. Teachers have been classified into five categories as per their academic qualification viz.- Untrained Graduates and Undergraduates, Trained Graduates and Undergraduates, Untrained Post Graduates, Trained Post Graduates, Trained and Untrained Research degree holders. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustments" was used which was prepared and standardized by the investigator. The reliability and validity of tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted.

Analysis of data was done by ANOVA and $\chi^2$ test through SPSS version 13.0 and Prism 3.0. This study reveals that academic quantification is an important factor for enhancing professional adjustment of teachers.

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Professional adjustment means being adjusted to his profession. The person must have in depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and

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nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

The essence is, a person may be adjusted in one profession but might not be in other one. If he is adjusted in teaching profession may not be in administration, marketing or army etc. and vice-versa, because every profession has its own requirements. If a person has those requisite merits only then he may be adjusted in such a profession otherwise he/she may be mal-adjusted.

A professionally adjusted person does not want to switch over to any other profession, but may be happier in another capacity of same nature. For example a teacher may switch over from primary to secondary or degree level and vice-versa but not from teaching profession to engineering, marketing or administration etc.

Job satisfaction and professional commitment are essential factors for professional adjustment but not a sufficient condition for its existence.

**PREVIOUS STUDIES :**

- Jensen (1963) examined teacher’s professional responsibilities: An interpersonal perception study.
- Venkatarayappa (1971) carried out a sociological study of primary school teachers in Mysore city.
• Naidu (1974) studied career orientation and professional preparation among the women teacher trainees of the colleges of education in Madhya Pradesh.

• Chandra (1976) studied of emotive aspects of work (A perception of college teachers).

• Srivastava (1979) studied of sense of responsibility among secondary school teachers.

• Bhandarkar (1980) studied of polytechnic teachers’ attitude towards teaching profession and its correlates, (Government polytechnic, Jalandhar).

• Sharma (1983) made a comprehensive study of types of Teaching Personality at work in the Secondary Institutions of Lucknow city.

• Charumanee (1986) perceived professional development needs of NEBRASKA public two Year College full time and part time vocational instructors.

• Donga, N.S (1987) made a comprehensive study of the adjustment of trainees of teachers training colleges in Gujarat.

• Adams (1997) examined professional development planning; supporting the professional growth of teacher through inquiry.

Many studies discovered the lower qualification groups to be more interested in teaching. Studies by NCERT (1971) and Srivastava (1974) found this very trend. Bhandarkar (1980) and Donga (1987) through their studies deny the existence of any definite relationship between qualification and preference for teaching profession. Studies by Chandra (1976) and Charumanee (1986) try to relate the academic aspect to other more important factors and determinants.
OBJECTIVE:

- To investigate and compare professional adjustment status of more and less qualified teachers.

HYPOTHESIS:

- There will be no significant difference between means of professional adjustment status of more and less qualified teachers.

METHODOLOGY

Population-

This study was confined to the teachers of private (recognized and non-recognized) and government aided primary to junior, secondary to higher secondary schools and higher and technical education teachers of Lucknow, Jaunpur, Allahabad & Sitapur constitute the population of the study.

Sample-

The sample of the present study consists of 792 teachers. The number of primary state teachers (preparatory to class VIII) is 420, secondary stage teachers (IX to XII) is 272, and higher stage (degree, PG and technical) teachers 100. These teachers are employed in 86 institutions of Lucknow, Allahabad, Jaunpur and Sitapur districts.

TOOL-

Teachers Professional Adjustment Scale (TPAS) was constructed and standardized by the investigator. This scale has 100 items this test was standardized on a sample of 792 teachers from pre-primary to higher education teachers.
The compact version of the scale has three distinct points:-

1- Personal data sheet.
2- Scale having 100 (47 positives and 53 negative) items.
3- Space for calculation.

This scale has three alternative choices of responses seemed a better arrangement.

**Identification of Dimensions:**

Study of literature on professional adjustment and discussion with teachers resulted in the identification of the following aspects of professional adjustment:

- Personal factors
- Social factors
- Economic factors
- Academic factors
- Cultural factors and school activities
- Work culture and school atmosphere
- Awareness
- Personal morality

**Pilot study:**

The try out form consisted of 192 items. This scale was administered on a sample of 100 teachers randomly selected from private and government aided institutions.

**Final study:**

For the final scale 100 items (47 positive and 53 negative) were found to get hundred percent agreement among the 9 experts in the field of psychology, education.
and management regarding the relevance of the item content and to the attitudes being measured by the scale.

The tool was administered on the same 100 teachers after a period of 30 days. The investigator found out Pearson's product moment correlation of two tests, it was found to be 0.77.

**Validity:**

The validity of this scale was calculated by external parameter. A rating scale for rating teachers on professional adjustment was prepared. Following three major dimensions were taken into rating scale:

1. Interest in class teaching
2. Teaching competency
3. Healthy interrelationship with students, college authorities, colleagues, staff members and guardians.

Correlation coefficient between score obtained by the teachers on expert rating and through Teachers Professional Adjustment Scale (TPAS) was calculated, it was found to be 0.66.
Reliability:

The reliability of the tests was calculated by split half method. The correlation between scores of correct answers on all odd numbered items and even number items was calculated, it was found to be 0.799 and corrected by Spearman Brown prophecy formula, it was found to be 0.89.

Norms:

In this study, Professional Adjustment status of teachers were classified into following three broad and distinct levels on the basis of percentile ranks and their equivalent scores obtained by them.

TABLE -1
Score and percentile rank for three different levels of Professional adjustment

<table>
<thead>
<tr>
<th>Score</th>
<th>Levels of Adjustment</th>
<th>Percentile Rank</th>
<th>No. of observed cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 and above</td>
<td>Well-adjusted</td>
<td>85 and above</td>
<td>122</td>
</tr>
<tr>
<td>31-63</td>
<td>Average-adjusted</td>
<td>16-84</td>
<td>548</td>
</tr>
<tr>
<td>30 and below</td>
<td>Low-adjusted</td>
<td>15 and below</td>
<td>122</td>
</tr>
</tbody>
</table>

Statistical Analysis:

Teachers professional adjustment scores (TPA scores) of three groups were compared by one way analysis of variance (ANOVA) followed by Tukeys' test. The proportions between groups were compared by chi square ($\chi^2$) test. A two-tailed ($\alpha$=2) $P<0.05$ was considered statistically significant. Analyses were performed on GraphPad Prism 5.0.
Data analysis and interpretation:

In this study, significance level of mean difference between following categories of teachers have been tested.

<table>
<thead>
<tr>
<th>Academic Qualification wise category of teachers</th>
<th>Group</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Untrained Graduates and Undergraduates</td>
<td>A</td>
<td>150</td>
</tr>
<tr>
<td>2. Trained Graduates and Undergraduates</td>
<td>B</td>
<td>120</td>
</tr>
<tr>
<td>3. Untrained Post Graduates</td>
<td>C</td>
<td>195</td>
</tr>
<tr>
<td>4. Trained Post Graduates</td>
<td>D</td>
<td>273</td>
</tr>
<tr>
<td>5. Trained and Untrained Research degree holders</td>
<td>E</td>
<td>54</td>
</tr>
</tbody>
</table>

**TABLE-2**

Assessment Summary \(\bar{X} \pm SD_n\) of teachers professional Adjustment scores of five groups

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N</th>
<th>Mean ± SD</th>
<th>ANOVA F value (DF=4.788)</th>
<th>p- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>150</td>
<td>45.52 ± 16.65</td>
<td>5.200</td>
<td>0.0004</td>
</tr>
<tr>
<td>B</td>
<td>120</td>
<td>41.98 ± 18.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>195</td>
<td>47.38 ± 17.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>273</td>
<td>49.47 ± 18.03</td>
<td>**</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>54</td>
<td>52.63 ± 20.74</td>
<td>**</td>
<td></td>
</tr>
</tbody>
</table>

**p <0.01 – as compared to group B.**
Table 3

<table>
<thead>
<tr>
<th>Tukey's Multiple Comparison Test</th>
<th>Mean Diff.</th>
<th>q</th>
<th>p-value</th>
<th>95% CI of diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>A vs B</td>
<td>3.54</td>
<td>2.279</td>
<td>p &gt; 0.05</td>
<td>-2.523 to 9.603</td>
</tr>
<tr>
<td>A vs C</td>
<td>-1.86</td>
<td>1.356</td>
<td>p &gt; 0.05</td>
<td>-7.213 to 3.493</td>
</tr>
<tr>
<td>A vs D</td>
<td>-3.95</td>
<td>3.064</td>
<td>p &gt; 0.05</td>
<td>-8.981 to 1.081</td>
</tr>
<tr>
<td>A vs E</td>
<td>-7.11</td>
<td>3.532</td>
<td>p &gt; 0.05</td>
<td>-14.97 to 0.7464</td>
</tr>
<tr>
<td>B vs C</td>
<td>-5.4</td>
<td>3.684</td>
<td>p &gt; 0.05</td>
<td>-11.12 to 0.3217</td>
</tr>
<tr>
<td>B vs D</td>
<td>-7.49</td>
<td>5.392</td>
<td>p &lt; 0.01</td>
<td>-12.91 to -2.068</td>
</tr>
<tr>
<td>B vs E</td>
<td>-10.65</td>
<td>5.124</td>
<td>p &lt; 0.01</td>
<td>-18.76 to -2.538</td>
</tr>
<tr>
<td>C vs D</td>
<td>-2.09</td>
<td>1.768</td>
<td>p &gt; 0.05</td>
<td>-6.704 to 2.524</td>
</tr>
<tr>
<td>C vs E</td>
<td>-5.25</td>
<td>2.698</td>
<td>p &gt; 0.05</td>
<td>-12.85 to 2.346</td>
</tr>
<tr>
<td>D vs E</td>
<td>-3.16</td>
<td>1.673</td>
<td>p &gt; 0.05</td>
<td>-10.53 to 4.213</td>
</tr>
</tbody>
</table>

Table 2 (F=5.200, p=0.0004) shows that there is significant difference between mean values of A, B, C, D and E groups. So tukey's test applied to check significant difference between any two groups.

Table 3 reveals that group D and E are significantly higher as compared to B at 0.01 level, while status of other groups are found similar.

As observed in comparing the professional adjustment status of trained and untrained teacher groups as a whole, here the exercise is partly repeated for the varying qualification groups. The first pair being those of undergraduates, trained vs. untrained. Their professional adjustment is found to be statistically not significant. This is quite in line with the finding of that earlier section and needs no further comment beyond what was given there.

This comparison of Professional Adjustment status of trained graduate and undergraduate vs. the untrained post graduate groups of teachers shows significant difference in favour of the untrained group. It might seem to be disconcerting at the first look, but on deeper probe it sustains scrutiny and seems to be justified.
When only the postgraduate qualification groups – trained vs. untrained are compared for their relative position in professional adjustment, the differences are found to be not significant statistically. This indicates that possibly the training qualification does not enhance the professional adjustment position of postgraduate group as a whole. There might of course be some individual cases violating this general trend, but it holds valid for the group as a whole.

The professional adjustment status of teachers holding research degree without training diploma vs. postgraduate group with training diploma shows no significant difference on statistical test. That shows that higher academic achievement does not necessarily lead to better professional adjustment among teachers. Academics beyond the prescribed level remain only in effecting ornamental attainment, unconcerned with their professional adjustment status enhancement.

The result of this comparative analysis of professional adjustment status of untrained undergraduates plus untrained graduates vs. untrained postgraduates groups is almost similar to other pairs in being non significant. Their remaining untrained has nothing notable to contribute by way of their professional adjustment whether they are graduates, undergraduates or postgraduates academically considered.
TABLE-4
Professional Adjustment status/level of Teachers having different academic qualification

<table>
<thead>
<tr>
<th>Academic qualification wise group of Teachers</th>
<th>Well-adjusted</th>
<th>Average-adjusted</th>
<th>Low-adjusted</th>
<th>( \chi^2 ) value (DF = 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Group A</td>
<td>30</td>
<td>20.54</td>
<td>102</td>
<td>69.86</td>
</tr>
<tr>
<td>Group B</td>
<td>18</td>
<td>15.00</td>
<td>86</td>
<td>71.66</td>
</tr>
<tr>
<td>Group C</td>
<td>38</td>
<td>19.09</td>
<td>145</td>
<td>72.86</td>
</tr>
<tr>
<td>Group D</td>
<td>84</td>
<td>30.77</td>
<td>171</td>
<td>63.33</td>
</tr>
<tr>
<td>Group E</td>
<td>20</td>
<td>37.04</td>
<td>28</td>
<td>51.85</td>
</tr>
</tbody>
</table>

Table 4 reveals that \( \chi^2 \) value (\( \chi^2 = 25.9, p = 0.001 \)) for differences between proportions (percentage) among five groups of teachers of significant statistically at 0.01 level which denotes that professional adjustment level (well, average and low) of each group differs significantly.

Trained and untrained research degree holders (37.04%) are ahead of others in well adjusted count, while trained graduates and under graduates to be lowest (15%).

The picture of the mediocre range professional adjustment point is rather mixed up. Highest percentage (72.86%) goes to untrained postgraduates, while lowest proportion (51.85%) emerges for trained and untrained research degree holders.

In low adjusted level, highest percentage (13.33%) is of trained graduates and undergraduates while lowest proportion (5.86%) is recorded for trained postgraduates.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

As observed in comparing the professional adjustment status of trained and untrained teacher groups as a whole, here the exercise is partly repeated for the varying qualification groups. The first pair being those of undergraduates, trained vs. untrained. Their professional adjustment is found to be statistically not significant. This is quite in line with the finding of that earlier section and needs no further comment beyond what was given there.

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The result of this comparative analysis of professional adjustment status of untrained undergraduates plus untrained graduates vs. untrained postgraduates groups is almost similar to other pairs in being non significant. Their remaining untrained has nothing notable to contribute by way of their professional adjustment whether they be graduates, undergraduates or postgraduates academically considered.

Their being trained postgraduates leads them to a superior professional adjustment level than their untrained graduate and undergraduate colleagues. Their being a step higher academically plus their training advantage creates this superior position of professional adjustment level. It seems to be quite reasonable and in accordance with normal expectations for their relative points of advantage both academically and technically, than their fortunate colleagues.

This deeper analysis concerning professional adjustment levels of untrained graduates and undergraduates vs. trained research degree groups throws in bold relief some of the possible directions responsible for generating greater professional adjustment among the teacher community under the existing formal schooling setup in the typical Indian scenario.
Once again, the trained postgraduate group of teachers are able to display their better professional adjustment, than their graduate and undergraduate colleagues with training qualification. It seems advanced academic achievement is able to generate greater sense of professional adjustment when combined with appropriate technical training, than the lower academic achievement level could the critical dividing line being the post graduation examination. The two elements viz. academic and technical qualification require a certain quantum, to culminate in producing the salutary quality of professional adjustment in a sufficient amount to remain stable under trying conditions of material and human nature.

The group with advanced academic qualification research degree holders etc. is able to register its higher status of professional adjustment. The lower qualification group i.e. graduates and undergraduates are definitely lower in the overall professional adjustment in comparison to this higher qualification group. What exactly could be the final precipitating factor in keeping the compared groups so distinctly apart cannot be easily guessed. It will require further systematic research studies to identity the underlying elements generating such stable difference.

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