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RESEARCH ARTICLE

PERSONALITY ADJUSTMENT OF POST GRADUATE TEACHERS IN DEHRADUN

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Abstract

The objective of this study was to study the level of personality adjustment among post graduate teachers working in Dehradun. The researcher used descriptive method involving measurement, evaluation, comparison, and interpretation. Total 360 PGTs from private and government schools were assessed. Personality adjustment inventory developed by C.P. Sharma was used to measure different levels of personality adjustment. Frequency and percentage were used for descriptive analysis and χ^2 test was applied for statistical analysis of data and to find out significant difference among PGTs. 48.89% female PGTs were having good personality adjustment as compared with 38.88% males. While 28.33% male PGTs had shown poor personality adjustment as compared with 12.22% females. Among private school PGTs, 53.33% females were having good personality adjustment as compared with 42.22% males and 24.44% males had poor personality adjustment as compared with 5.56% females. Among PGTs working in government school, 45.56% female were having good personality adjustment as compared with 34.44% males. While 34.44% males were having poor personality adjustment as compared with 16.67% females. Among male PGTs, 42.22% private schools PGTs were having good personality adjustment as compared with 34.44% of government school male PGTs while 34.44% males from government school were at poor personality adjustment level as compared with 24.44% males of private schools. 53.33% private school females PGTs were having good personality adjustment while only 45.56% from government schools.

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Introduction:-

A well adjusted teacher will be able to achieve successes that are needed by the nature of his job to his strenuous life to work and study. Adjustment refers to such abilities as of making decisions of assuming responsibilities in accordance with one's capacities of finding satisfaction success and happiness. Both personal and environmental factors, work side by side in adjustment, the senior school teachers achieved well when the environment yields constructive activities.

As the children are influenced by the personality of teachers, so they should have high emotional maturity and moral character. They should possess loving and affectionate attitude towards children and should enjoy teaching profession.

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Objective of the Study:-

1. To find out difference in the personality adjustment of private and government school post graduate teachers (PGTs).
2. To compare the personality adjustment of male and female PGTs.
3. To compare the personality adjustment of male and female PGTs working in private schools.
4. To compare the personality adjustment of male and female PGTs working in government schools.
5. To compare the personality adjustment of male PGTs working in private and government schools.
6. To compare the personality adjustment of female PGTs working in private and government schools.

Hypotheses of the Study:

1. There is no significant difference in the degree of personality adjustment of PGTs working in private and government schools.
2. There is no significant difference in the degree of personality adjustment of male and female PGTs.
3. There is no significant difference in the degree of personality adjustment of male and female PGTs working in private schools.
4. There is no significant difference in the degree of personality adjustment of male and female PGTs working in government schools.
5. There is no significant difference in the degree of personality adjustment of male PGTs working in private and government schools.
6. There is no significant difference in the degree of personality adjustment of female PGTs working in private and government schools.

Research Methodology:-**Population:**

For the present study, the population was the PGTs (Post graduate teachers) working in private and government schools located in Dehradun city.

Lay Out of Sample:

Researcher had randomly selected 360 PGTs from Dehradun, Uttarakhand. Out of 360 PGTs, 180 were selected from 10 government schools and 180 from 10 private schools. From each school 09 males and 09 females PGTs were selected.

Procedure of Data Collection:

The collection of data was spread over a period of 90 days (July to September 2019). The researcher personally visited the selected schools. The researcher sought the permission from head of the school for administering the scales. On the schedule date the researcher met the teachers and cleared the purpose of research. The instructions were explained and doubts were clarified. They were assured that their response will be used for research purpose only and will be kept confidential. They were suggested to give free frank and honest responses without any hesitation. The scales were collected only after responded by the subjects. After the completion of the inventories, the investigator conveyed his gratitude and thanks to the teacher and head of the school for their kind help and cooperation.

Tools Used For Data Collection:

To measure the personality adjustment of PGTs, personality adjustment inventory, developed by C.P. Sharma (1977), was used. Scores were divided into three categories as in Table: 1.

Table 1:- Interpretation of Raw Scores of Personality Adjustment Inventory.

Range of Scores	Interpretation
Above 18	Good personality adjustment
Between 16-18	Average personality adjustment
Below 16	Poor personality adjustment

Statistical Techniques Used:

In order to know the degree of personality adjustment, the researcher used percentage for descriptive analysis and χ^2 test was used for inferential analysis also to find out the significant difference.

Administration, Scoring and Interpretation of Personality Adjustment Inventory:

After the subjects were seated then the inventories were distributed to them. The subjects were asked to fill up the columns of name age, sex, class etc. printed on the cover page. To ensure careful reading of the instructions appearing on the cover page, the researcher read them loudly and subject read them silently. After the subjects read out instructions, their doubts were cleared. The subjects were then asked to turn the page and to begin answering the items. No time limit was imposed, ordinarily not more than fifteen to twenty minutes were required for all subjects to complete the inventory. In this inventory the two category response type 'Yes' and 'No' was used 'Yes' responses were considered to the correct answers, i.e. the individual shows the neurotic tendency and the 'no' responses show otherwise, one mark was given to the 'yes' answer and zero to the 'No' answer. The sum of scores shows the degree of neurotic tendency of the individual.

Statistical analysis of scores obtained for personality adjustment of PGTs:**Table 2:-** Scores for Personality Adjustment of PGTs.

Adjustment Category	Total PGTs	%	PGTs			
			Pvt. School	%	Govt. School	%
Good Personality	158	43.89	86	47.78	72	40
Average Personality	129	35.83	67	37.22	62	34.44
Poor Personality	73	20.28	27	15	46	25.56
Total	360	100	180	100	180	100

Researcher calculated χ^2 value to find out significant difference between private and government school PGTs with regard to their personality adjustment. (Table 3)

Table 3:- Comparison of Personality Adjustment of Private and Government School PGTs.

School Type	PGTs as per personality adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private	86	67	27	6.3795	Significant at 95%
Government	72	62	46		

Table 3 reveals that the calculated value for χ^2 is 6.3795, which is less than the table value at 95% level of significance. Hence the 1st null hypothesis is rejected. So it can be concluded that there is a significant difference in the degree of personality adjustment between PGTs working in private and government schools in Dehradun.

Interpretation of Scores for Male and Female PGTs:

Table: 4 reveal that out of 360 PGTs, 158 PGTs have good personality adjustment, 129 have average personality adjustment and 73 PGTs have poor personality adjustment. Therefore, 43.89 % teachers have good personality adjustment, 35.83 % teachers have average personality adjustment and 20.28% school teachers have poor personality adjustment. Among male and female PGTs, more females have good personality adjustment (48.88%) as compared to males (38.88%). While male PGTs score more in poor category (28.33%) as compared with female PGTs (12.22%). In the average category of personality management, male and female PGTs have very less difference.

Table 4:- Scores for Personality Adjustment of PGTs.

Adjustment Category	Total PGTs	%	PGTs			
			Male	%	Female	%
Good Personality	158	43.89	70	38.88	88	48.88
Average Personality	129	35.83	59	32.78	70	38.89
Poor Personality	73	20.28	51	28.33	22	12.22
Total	360	100	180	100	180	100

Analysis of Scores Of Male And Female PGTS:

Calculated χ^2 value is 14.5092 which is greater than p-value 0.000707 at 95% level of significance. So χ^2 value is significant. Hence 2th null hypothesis is rejected. So it can be concluded that there is a significant difference in the degree of personality adjustment of male and female PGTs (Table 5).

Table 5:- Comparison of Personality Adjustment of PGTs.

PGTs	Personality Adjustment			χ^2 -value	Result
	Good	Average	Poor		
Male	70	59	51	14.5092	Significant at 95% level
Female	88	70	22		

Analysis of Scores Obtained for PGTs working in Private Schools:

Out of 90 male PGTs working in private schools, 38 teachers have good personality adjustment, 30 male teachers have average personality adjustment and 22 male teachers have poor personality adjustment. Among male and female PGTs of private school, females score more in good personality category (53.33%) as compared with males (42.22%). Males scored less in average category (33.33%) as compared with females (41.11%). In poor personality category again males scored more (24.44%) as compared to females (5.56%). In this way it can be concluded female can adjust personality better than male PGTs working in private schools in Dehradun (Table 6).

Table 6:- Statistical Analysis of Personality Adjustment of PGTs Working in Private Schools.

Category of Personality Adjustment	Total PGTs	%	Male PGTs	%	Female PGTs	%
Good Personality	86	47.78	38	42.22	48	53.33
Average Personality	67	37.22	30	33.33	37	41.11
Poor Personality	27	15	22	24.44	05	5.56
	180	100	90	100	90	100

Statistical Analysis of Personality Adjustment Score of PGTs Working in Private School:

Calculated χ^2 value is 12.5978, which is greater than the p-value 0.001838 at 95% level of significance. So χ^2 value is significant. Hence 3rd null hypothesis can be rejected which means there is a significant difference in the personality adjustment of male and female PGTs working in private schools in Dehradun (Table 7).

Table 7:- Comparison of Scores of Male and Female PGTs Working in Private Schools.

PGTs	Personality Adjustment			χ^2 -value	Result
	Good	Average	Poor		
Male	38	30	22	12.5978	Significant at 95% level
Female	48	37	05		

Analysis of Scores of PGTs Working in Government Schools:

Table 8 indicates that out of 90 female PGTs, 41 PGTs have good personality adjustment, 34 female PGTs have average personality adjustment and 15 female PGTs have poor personality adjustment. Thus, 45.56% female teachers have good personality adjustment 37.78% female PGTs have average personality adjustment and 16.67% of female PGTs have poor personality adjustment. While out of 90 males PGTs, only 31 scored in good personality adjustment category and 31 scored in poor personality category. Again it is clear that female PGTs have better personality adjustment as compared with male PGTs (Figure:1).

Table 8:- Score for Personality Adjustment of Government School PGTs.

Personality Adjustment Category	Total PGTs	%	Male PGTs	%	Female PGTs	%
Good Personality	72	40	31	34.44	41	45.56
Average Personality	62	34.44	28	31.11	34	37.78
Poor Personality	46	25.56	31	34.44	15	16.67
Total	180	100	90	100	90	100

The one objective of this study was to compare personality adjustment of male and female PGTs working in government schools. The researcher calculated χ^2 to find out significant difference between male and female PGTs with regard to their personality adjustment.

Table 9:- Statistical Analysis of Personality Adjustment of PGTs of Government Schools.

PGTs as Per Personality Adjustment	χ^2 Value	Result
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PGTs	Good	Average	Poor		
Male	31	28	31	7.5348	Significant at 95% (P value .023113)
Female	41	34	15		

Calculated χ^2 value is 7.5348 at 95% level of significance which is greater than the p-value 0.117809. Hence 4th null hypothesis is rejected. It is concluded that there is a significant difference in the personality adjustment of male and female PGTs working in government schools (Table 9).

Analysis of Scores Obtained for Male PGTs:

The researcher tried to describe personality adjustment of males working in private and government school separately. Table: 10 presents number and percentage of private and government school male PGTs belonging to different personality adjustment categories.

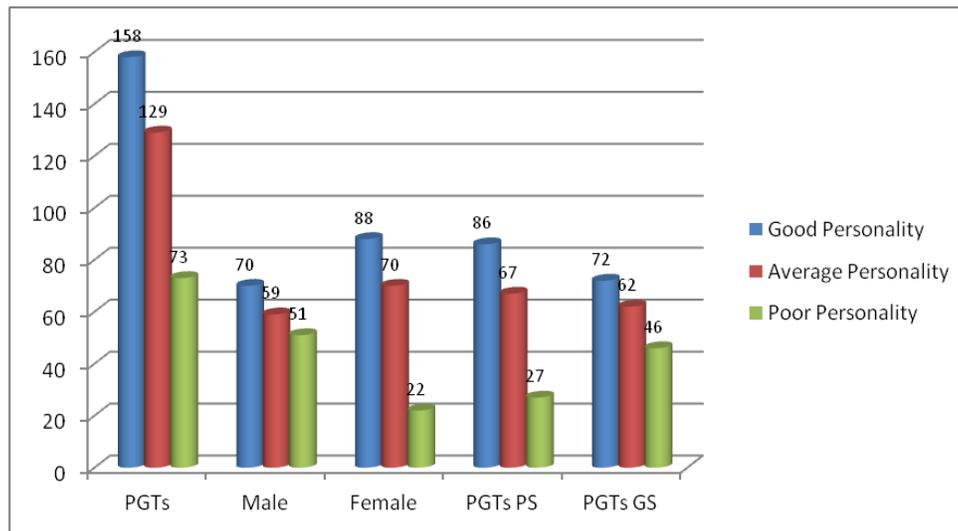


Figure 1:- Scores for Personality Adjustment of Male and Female PGTs.

PS: Private schools; GS: Government schools

It is clear from table 10, that among male PGTs, 42.22% private school male PGTs have good personality adjustment as compared with 34.44% working in government schools. 33.33% males from private school scored for average personality adjustment as compared with 31.11% male from government schools. While 34.44% males of government schools scored in poor category of personality adjustment as compared with 24.44% male PGTs of private schools. Overall 75.55% male PGTs of private schools are above poor level of personality adjustment while only 65.55 % male PGTs of government school are above poor level of personality adjustment. It is clear that male PGTs working in private schools have much better personality adjustment as compared with those working in government schools.

Table 10:- Comparison of Personality Adjustment of Male PGTs.

Adjustment Category	Total PGTs	Male PGTs			
		Pvt.	%	Govt.	%
Good personality	70	38	42.22	31	34.44
Average personality	59	30	33.33	28	31.11
Poor personality	51	22	24.44	31	34.44
Total	180	90	100	90	100

Calculated χ^2 value is 2.3074 at 95% level of significance. While p value is 0.315465. Which means it is not a significant value so we can accept null hypothesis 5th. Hence it is concluded that there is no significant difference in the personality adjustment of male PGTs working in private and government schools (Table 11).

Table 11:- Comparison of Personality Adjustment of Male PGTs Working in Private and Government School.

Male PGTs	Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private	38	30	22	2.3074	Not Significant 95% (P value .117809)
Government	31	28	31		

Analysis of Scores Obtained for Female PGTs:

Table 12 present numbers and percentage female PGTs working in private and government school belonging to different personality adjustment categories. 53.33% female PGTs of private school scored under good personality adjustment as compared with 45.56% of government school female PGTs. While 41.11% female PGTs of private schools are in the category of average personality adjustment as compared with female PGTs working in government schools in Dehradun as compared with 37.78% female PGTs of government schools. It's clear that female PGTs working in private schools have better personality adjustment.

Table 12:- Comparison of Personality Adjustment of Female PGTs.

Adjustment Category	Total PGTs	Female PGTs			
		Pvt.	%	Govt.	%
Good personality	88	48	53.33	41	45.56
Average personality	70	37	41.11	34	37.78
Poor personality	22	05	5.56	15	16.67
Total	180	90	100	90	100

Table 13:- Comparison of Personality Adjustment of Female PGTs.

Female PGTs	Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private School	48	37	5	5.6773	Not Significant 95% (P value .058504)
Government School	41	34	15		

Calculated χ^2 value is 5.6773 at 95% level of significance. While p value is 0.058504. Which means it is not a significant value so we can accept null hypothesis H_0 . Hence it is concluded that there is no significant difference in the personality adjustment of male PGTs working in private and government schools (Table 13).

Major Findings of The Study:

The following findings were drawn on the basis of analysis and interpretation of the data:

1. PGTs working in private schools have much better personality adjustment as compared with government school PGTs.
2. More female PGTs have good personality adjustment as compared with male PGTs and difference is very high.
3. It was observed that more females working in private and government schools in Dehradun have good personality adjustment as compared with male PGTs working in same schools.
4. Among male PGTs, those working in private schools, have better personality adjustment as compared to those working in government schools.
5. Female PGTs working in private schools have much better personality adjustment as compared with working in government schools in Dehradun.

Discussion and Conclusion:-

Male PGTs have poor personality adjustment as compared with female PGTs. Reason as discussed with PGTs is that male PGTs are less recognized and acknowledged. Similarly, there is a significant difference in the personality adjustment relating to gender and types of schools. PGTs working in private schools in Dehradun have much better personality adjustment as compared with PGTs working in government schools. Same time female PGTs have better personality adjustment as compared with male PGTs working private and government schools in Dehradun.

From this study it is concluded that there is a greater difference in the personality adjustment. Hence, in order to achieve all the objectives of education, teachers should have good personality adjustment. To improve these conditions, management should take proper steps for goodwill of teaching staff.

Teachers should be well adjusted in their profession to give the best possible to students for the development of a nation. Teachers working in private schools have better personality adjustment. All the teachers had not enjoyed the higher level of personality adjustment. Therefore, necessary facilities should be made available for increasing qualities of teachers and creating an effective teaching-learning environment in every institution.

Delimitations and Suggestions:-

There is no meaningful research that does not provide cause for further investigation. In fact by universal opinion and experience, the solution of one problem tends to indicate many other unsolved problems, waiting for scientific probing. So, in the whole process of this piece of research the investigator however, feels to pen-down the following suggestions for the future researchers.

1. The study as confined only to Dehradun, it is therefore suggested that study may be conducted in other cities to increase comprehensiveness of its conclusions.
2. The sample of only 360 PGTs was selected for this study. A study may be conducted on large sample to search very definite conclusions regarding job anxiety, Job satisfaction and personality adjustment.
3. Such a study can be conducted for the sample of TGTs and college level also.
4. Personality adjustment of the PGTs of various disciplines like natural sciences and social sciences can be measured.
5. Different variables like work load, work habits, age, experience, interests, adjustment and self-concept can be undertaken in relation to Job anxiety and satisfaction
6. A study should be conducted to find out the remedial measures for the stress of teachers.
7. Qualitative analysis could have proved more useful.

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Conflict of interest:

Author has declared that no competing interest exists.

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