



TEACHER ADJUSTMENT OF SCHEDULED CASTE AND SCHEDULED TRIBE TEACHERS AT SECONDARY LEVEL

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ABSTRACT

A teacher when takes teaching as his/her profession that time he/she has to adjust with his/her school environment in spite of his/her personal life and social life. If any problem creates on his/her personal life and social life that will be affected his/her adjustment process with environment and teaching learning process also. So in teaching learning process teacher's adjustment is very much important. The present study was conducted to enquire the teacher adjustment on randomly selected 374 Scheduled Caste and Scheduled Tribe teachers at Secondary level in West Bengal. The major finding was observed that the Scheduled Caste teachers were significantly different from the Scheduled Tribe teachers in respect of the Teacher Adjustment. The Scheduled Caste male teachers were significantly different from the Scheduled Caste female teachers in respect of the Teacher Adjustment. But The Scheduled Tribe male teachers were not significantly different from the Scheduled Tribe female teachers in respect of the Teacher Adjustment. The present study also reveals that the Scheduled Caste and Scheduled Tribe rural teachers, arts teachers and serving own district teachers were not significantly different from the Scheduled Caste and Scheduled Tribe urban teachers, science teachers and serving other district teachers in respect of the Teacher Adjustment.

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INTRODUCTION

“Adjustment, in psychology, the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments.” Sampaolo (2017)

A teacher is a social reformer as well as social being. He/she came from a family also which environment influences on his/her adjustment on teaching learning process. A teacher's physical and mental condition also influence on teacher's adjustment. Teacher's own thinking, fear, anxiety or his/her courageous tendency influenced him/her to adjust with his/her school. So a teacher came from which social environment, he/she must be think about what people think about teaching profession and teacher, and it is effected on teaching learning process. As teaching – learning process organized in school, so it is very important for a teacher to adjust with school environment. In school a teacher should be adjusted with students, executive members, head master, teaching staffs, non-teaching staffs etc.

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In this situation if a teacher failed to adjust, naturally it effected on teaching learning process.

As per the reservation policy of government of West Bengal, 22% seats for Scheduled Caste and 6% seats for Scheduled Tribe are reserved in the field of job. 22% and 6% seats for Scheduled Caste and Scheduled Tribe respectively are also reserved in teaching profession. The problem of the present research is lying with the findings of scheduled caste and scheduled tribe Secondary teachers Adjustment. Hence the problem selected for this present study is “Teacher adjustment of scheduled caste and scheduled tribe teachers at Secondary Level”.

Chadda (1985, cieted in Buch, 1991) revealed that no significant difference was observed between the emotional adjustment mean scores of male teachers and female teachers. The study also found that no significant difference was observed between the emotional adjustment mean scores of urban teachers and rural teachers. Prasad (1985, cieted in Buch, 1991) found that adjustment of teachers was related to their sex, male teachers adjusted better than female teachers. Donga (1987, cieted in Buch, 1991) found that female trainee teachers were more adjusted than male trainee teachers. Socially backward trainee teachers were more adjusted than

non-backward trainee teachers. Trainee teachers coming from the science faculty had the lowest adjustment. Asondariya (2008) found that the mean score of the Adjustment of Female Vidyasahayak teachers was higher than the Male Vidyasahayak teachers. The Rural male, the general category, the general stream and the working in their own district Vidyasahayak teachers mean scores were not significantly different from respectively the Urban male, the Reserve category, the Science stream and the working in their other district Vidyasahayak teachers mean scores with respect of the Adjustment. Singh (2014) found that there is a significant difference in adjustment problems of female and male secondary school teachers. The study also found that there is a significant difference in adjustment problems of school teachers working in urban and rural area.

Objectives of the Study

O1. To compare the Teacher Adjustment of Secondary level teachers on relation to Caste (Scheduled Caste and Scheduled Tribe) variation.

O2. To compare the Teacher Adjustment of Scheduled Caste Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

O3. To compare the Teacher Adjustment of Scheduled Tribe Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

Hypotheses of the study

H₀₁: There is no significant difference in the mean score of Teacher Adjustment between Scheduled Caste and Scheduled Tribe Secondary level teachers.

H₀₂: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their gender (male and female) variation.

H₀₃: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their locale (urban and rural) variation.

H₀₄: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their educational stream (arts and science) variation.

H₀₅: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

H₀₆: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their gender (male and female) variation.

H₀₇: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their locale (urban and rural) variation.

H₀₈: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their educational stream (arts and science) variation.

H₀₉: There is no significant difference in the mean score of Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

METHODOLOGY

Method and Sampling Technique

The design of the study was Descriptive Survey. The population of the present study consists of Secondary level teachers of West Bengal. Out of 23 districts 3 districts were delimited for collection of data. 84 Secondary schools were selected on the basis of random sampling. The teachers were selected on the basis of random sampling due to caste, gender, locale, educational stream and place of the job. The sample of the present study comprised of 374 teachers of which Scheduled Caste teachers = 309 (82.6%) & Scheduled Tribe teachers = 65 (17.4%), male teachers = 295 (78.9%) & female teachers = 79 (21.1%), rural teachers = 202 (54%) & urban teachers = 172 (46%), arts teachers = 278 (74.3%) & science teachers = 96 (25.7%) and serving own district teachers = 237 (63.4%) & serving other district teachers = 137 (36.6%) sample of Secondary level teachers.

Variables of the study

In this study, the investigators considered mainly two types of variables. This two type of variables are-

1. **Major Variable:** Teacher Adjustment.
2. **Categorical Variables:**
 - Caste (Schedule Caste and Schedule Tribe),
 - Gender (male & female),
 - Locale (rural and urban),
 - Educational stream (arts and science),
 - Place of the job (serving own district and serving other district).

Tools

Description of the Mangal Teacher Adjustment Inventory (MTAI)

Mangal Teacher Adjustment Inventory (MTAI) developed by Mangal (2007). The inventory consisted of 70 items on 2 point Likert Scale with the description of 'Yes' and 'No' respectively. Out of 70 positive items were 60 and rest of the 10 items were negative items; all these positive items were given a score 1 for 'Yes' and 0 for 'No' and all these negative items scores are 1 for 'No' and 0 for 'Yes'. The reliability coefficient split-half method was 0.98 and Test-retest method was 0.96.

The **table 2.3.(i)** indicated that the Correlation Coefficients of the Parallel form Reliability between the English and Bengali version scales of tool viz. the Mangal Teacher Adjustment Inventory ($r = 0.802$, $p = 0.000$ ($p < 0.05$)) of the study were found to be high. Hence, it was decided to collect data from the teachers in both English and Bengali versions as and when required.

Table 2.3.(i) Parallel form Reliability of the Mangal Teacher Adjustment Inventory (MTAI) of Study in English and Bengali version

Correlations			
		English_MTAI	Bengali_MTAI
English_MTAI	Pearson Correlation	1	.802*
	Sig. (2-tailed)		.000
	N	50	50
Bengali_MTAI	Pearson Correlation	.802*	1
	Sig. (2-tailed)	.000	
	N	50	50

*Correlation is significant at the 0.01 level

RESULTS AND DISCUSSION

Objectives Wise Analysis and Interpretation of Results

Objective 1

To compare the Teacher Adjustment of Secondary level teachers on relation to Caste (Scheduled Caste and Scheduled Tribe) variation.

To fulfill the above objective null hypothesis H₀1 tested which as follows-

Testing of H₀ 1

H₀1: There is no significant difference in the Teacher Adjustment between Scheduled Caste and Scheduled Tribe Secondary level teachers.

Table 3.1 (i) Group statistics of Teacher Adjustment of Scheduled Caste and Scheduled Tribe Secondary level teachers – caste wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Caste	Scheduled Caste	309	54.0874	8.29188	.47171
		Scheduled Tribe	65	51.4000	7.93883	.98469

Table 3.1 (ii) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Caste and Scheduled Tribe Secondary level teachers in respect of caste

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t'	df	Sig. (2-tailed)
Teacher Adjustment	Equal variances assumed	0.108	0.743	2.392*	372	0.017

(*significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (ii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste and Scheduled Tribe Secondary level teachers calculated F value is 0.108 and p value is 0.743 (p>0.05). So equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Scheduled Caste and Scheduled Tribe Secondary level teachers, the calculated $t'_{(372)} = 2.392$ and p = 0.017 (p < 0.05). Therefore, ‘t’ was significant at the 0.05 level of significance. Hence, H₀1 was rejected. So, it can be safely said that the Scheduled Caste Secondary level teachers mean (54.0874) were significantly different from the Scheduled Tribe Secondary level teachers mean (51.4000) with respect of the Teacher Adjustment.

Objective 2

To compare the Teacher Adjustment of Scheduled Caste Secondary level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

To fulfill the above objective null hypothesis H₀2, H₀3, H₀4 and H₀5 tested which as follows-

Testing of H₀2

H₀2: There is no significant difference in the Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their gender (male and female) variation.

Table 3.1 (iii) Group statistics of Teacher Adjustment of Scheduled Caste Secondary level teachers _ gender wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Gender	Female	73	51.7397	9.36457	1.09604
		Male	236	54.8136	7.81047	.50842

Table 3.1 (iv) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Caste Secondary level teachers in respect of gender

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t'	df	Sig. (2-tailed)
Teacher Adjustment	Equal variances not assumed	6.652	0.010	-2.544*	104.831	0.012

(* significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (iv)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste Secondary level Male and Female teachers calculated F value is 6.652 and p value is 0.010 (p<0.05). So Equal Variances can be not assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Secondary level Scheduled Caste teachers, the calculated $t'_{(104.831)} = 2.544$ and p = 0.012 (p<0.05). Therefore, ‘t’ was significant at the 0.05 level of significance. Hence, H₀2 was rejected. So, it can be safely said that the Scheduled Caste Secondary level male teachers mean (54.8136) were significantly different from the Scheduled Caste Secondary level female teachers mean (51.7397) with respect of the Teacher Adjustment.

Testing of H₀3

H₀3: There is no significant difference in the Teacher Adjustment of Scheduled Caste Secondary Level teachers with reference to their locale (urban and rural) variation.

Table 3.1 (v) Group statistics of Teacher Adjustment of Scheduled Caste Secondary level teachers _ locale wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Locale	Rural	168	53.3571	9.26153	.71454
		Urban	141	54.9574	6.89500	.58066

Table 3.1 (vi) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Caste Secondary level teachers in respect of Locale

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
Teacher Adjustment		F	Sig.	t	df	Sig. (2-tailed)
		Equal variances not assumed	22.223	0.000	-1.738 [#]	302.851

[#] Not significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (vi)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste Secondary level Rural and Urban teachers calculated F value is 22.223 and p value is 0.000 (p<0.05). So Equal Variances can be not assumed between the groups. For testing the significance of difference between the Mean Scores of Teacher Adjustment of Secondary level Scheduled Caste teachers, the calculated ‘t’_(104,831) = 2.544 and p = 0.083 (p>0.05). Therefore, ‘t’ was not significant at the 0.05 level of significance. Hence, H₀₃ was not rejected. So, it can be safely said that the Scheduled Caste Secondary level Rural teachers mean (53.3571) were not significantly different from the Scheduled Caste Secondary level Urban teachers mean (54.9574) with respect of the Teacher Adjustment.

Testing of H₀₄

H₀₄: There is no significant difference in the Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their educational stream (arts and science) variation.

Table 3.1 (vii) Group statistics of Teacher Adjustment of Scheduled Caste Secondary level teachers _ educational stream wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Educational Stream	Arts Science	224	54.1563	8.27540	.55292
			85	53.9059	8.38170	.90912

Table 3.1 (viii) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Caste Secondary level teachers in respect of educational stream

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
Teacher Adjustment		F	Sig.	t	df	Sig. (2-tailed)
		Equal variances assumed	0.182	0.670	0.237 [#]	307

[#]Not significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (viii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste Secondary level arts and science teachers calculated F value is 0.182 and p value is 0.670 (p>0.05). So equal variances can be assumed between the groups. for testing the significance of difference between the mean scores of Teacher Adjustment of Secondary level Scheduled Caste teachers, the calculated ‘t’₍₃₀₇₎ = 0.237 and p = 0.813 (p>0.05). Therefore, ‘t’ was not significant at 0.05 level of significance. Hence, H₀₄ was not rejected. So, it

can be safely said that the Scheduled Caste Secondary level arts teachers mean (54.1563) were not significantly different from the Scheduled Caste Secondary level science teachers mean (53.9059) with respect of the Teacher Adjustment.

Testing of H₀₅

H₀₅: There is no significant difference in the Teacher Adjustment of Scheduled Caste Secondary level teachers with reference to their place of the job (serving own district and serving other district) variation.

Table 3.1 (ix) Group statistics of Teacher Adjustment of Scheduled Caste Secondary level teachers – place of the job wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Place Of The Job	Serving Own District	192	54.2969	8.47605	.61171
		Serving Other District	117	53.7436	8.00447	.74001

Table 3.1 (x) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Caste Secondary level teachers in respect of place of the job

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
Teacher Adjustment		F	Sig.	t	df	Sig. (2-tailed)
		Equal variances assumed	0.442	0.506	0.568 [#]	307

[#]Not significant at the 0.05 level)

Interpretation

The analysis of table 3.1 (x) shows that, in case of Levene's Test for Equality of Variances of Scheduled Caste Secondary level serving own district and serving other district teachers calculated F value is 0.442 and p value is 0.442 (p>0.05). So equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Secondary level Scheduled Caste teachers, the calculated ‘t’₍₃₀₇₎ = 0.568 and p = 0.570 (p>0.05). Therefore, ‘t’ was not significant at the 0.05 level of significance. Hence, H₀₅ was not rejected. So, it can be safely said that the Scheduled Caste Secondary level serving own district teachers mean (54.2969) were not significantly different from the Scheduled Caste Secondary level serving other district teachers mean (53.7436) with respect of the Teacher Adjustment.

Objective 3

To compare the Teacher Adjustment of Scheduled Tribe Secondary Level teachers under different categorical variables like gender (male and female), locale (urban and rural), educational stream (arts and science) and place of the job (serving own district and serving other district).

To fulfill the above objective null hypothesis H₀₆, H₀₇, H₀₈ and H₀₉ tested which as follows-

Testing of H₀₆

H₀₆: There is no significant difference in the Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their gender (male and female) variation.

Table 3.1 (xi) Group statistics of Teacher Adjustment of Scheduled Tribe Secondary level teachers _ gender wise

Group Statistics ^a					
		N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Female	6	51.0000	8.29458	3.38625
	Male	59	51.4407	7.97468	1.03822

Table 3.1 (xii) Independent Sample 't' test of Teacher Adjustment of Scheduled Tribe Secondary level teachers in respect of gender

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Teacher Adjustment	Equal variances assumed	0.014	.906	-.129 [#]	63	0.898

([#] Not significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (xii)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe Secondary level male and female teachers calculated F value is 0.014 and p value is 0.906 (p>0.05). So equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Secondary level Scheduled Tribe teachers, the calculated 't'₍₆₃₎ = 0.129 and p = 0.898 (p>0.05). Therefore, 't' was not significant at the 0.05 level of significance. Hence, H₀₆ was not rejected. So, it can be safely said that the Scheduled Tribe Secondary level male teachers mean (51.4407) were not significantly different from the Scheduled Tribe Secondary level female teachers mean (51.0000) with respect of the Teacher Adjustment.

Testing of H₀₇

H₀₇: There is no significant difference in the Teacher Adjustment of Scheduled Tribe Secondary level teachers with reference to their locale (urban and rural) variations.

Table 3.1 (xiii) Group statistics of Teacher Adjustment of Scheduled Tribe Secondary level teachers _ locale wise

Group Statistics ^a						
		Locality Of School	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Rural		34	50.4706	7.88261	1.35186
	Urban		31	52.4194	8.00323	1.43742

Table 3.1 (xiv) Independent Sample 't' test of Teacher Adjustment of Scheduled Tribe Secondary level teachers in respect of locale

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Teacher Adjustment	Equal variances assumed	0.015	0.904	-.988 [#]	63	0.327

([#] Not significant at the 0.05 level)

Interpretation

The analysis of table 3.1 (xiv) shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe Secondary level rural and urban teachers calculated F value is 0.015 and p value is 0.904 (p>0.05). So equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Secondary

level Scheduled Tribe teachers, the calculated 't'₍₆₃₎ = 0.988 and p = 0.327 (p>0.05). Therefore, 't' was not significant at 0.05 level of significance. Hence, H₀₇ was not rejected. So, it can be safely said that the Scheduled Tribe Secondary level rural teachers mean (50.4706) were not significantly different from the Scheduled Tribe Secondary level urban teachers mean (52.4194) with respect of the Teacher Adjustment.

Testing of H₀₈

H₀₈: There is no significant difference in the Teacher Adjustment of Scheduled Tribe Secondary Level teachers with reference to their educational stream (arts and science) variation.

Table 3.1 (xv) Group statistics of Teacher Adjustment of Scheduled Tribe Secondary level teachers _ educational stream wise

Group Statistics ^a						
		Variation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Educational Stream	Arts Science	54	51.9259	8.10509	1.10296
			11	48.8182	6.80908	2.05302

Table 3.1 (xvi) Independent Sample 't' test of Teacher Adjustment of Scheduled Tribe Secondary level teachers in respect of educational stream

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Teacher Adjustment	Equal variances assumed	0.691	0.409	1.187 [#]	63	0.240

([#] Not significant at the 0.05 level)

Interpretation

The analysis of **table 3.1 (xvi)** shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe Secondary level arts and science teachers calculated F value is 0.691 and p value is 0.409 (p>0.05). So Equal Variances can be assumed between the groups. For testing the significance of difference between the Mean Scores of Teacher Adjustment of Secondary level Scheduled Tribe teachers, the calculated 't'₍₆₃₎ = 1.187 and p = 0.240 (p>0.05). Therefore, 't' was not significant at the 0.05 level of significance. Hence, H₀₈ was not rejected. So, it can be safely said that the Scheduled Tribe Secondary level arts teachers mean (51.9259) were not significantly different from the Scheduled Tribe Secondary level science teachers mean (48.8182) with respect of the Teacher Adjustment.

Testing of H₀₉

H₀₉: There is no significant difference in the Teacher Adjustment of Scheduled Tribe Secondary Level teachers with reference to their place of the job (serving own district and serving other district) variation.

Table 3.1 (xvii) Group statistics of Teacher Adjustment of Scheduled Tribe Secondary level teachers _ place of the job wise

Group Statistics ^a						
			N	Mean	Std. Deviation	Std. Error Mean
Teacher Adjustment	Place Of The Job	Serving Own District	45	52.4222	7.31899	1.09105
		Serving Other District	20	49.1000	8.95545	2.00250

Table 3.1 (xviii) Independent Sample ‘t’ test of Teacher Adjustment of Scheduled Tribe Secondary level teachers in respect of place of the job

Teacher Adjustment	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.198	0.143	1.575 [#]	63	0.120

([#] Not significant at the 0.05 level)

Interpretation

The analysis of table 3.1 (xviii) shows that, in case of Levene's Test for Equality of Variances of Scheduled Tribe Secondary level Serving Own District and Serving Other District teachers calculated F value is 2.198 and p value is 0.143 (p>0.05). So equal variances can be assumed between the groups. For testing the significance of difference between the mean scores of Teacher Adjustment of Secondary level Scheduled Caste teachers, the calculated ‘t’₍₆₃₎ = 1.575 and p = 0.120 (p>0.05). Therefore, ‘t’ was not significant at the 0.05 level of significance. Hence, H₀ was not rejected. So, it can be safely said that the Scheduled Tribe Secondary level serving own district teachers mean (52.4222) were not significantly different from the Scheduled Caste Secondary level serving other district teachers mean (49.1000) with respect of the Teacher Adjustment.

Major Findings

1. The Scheduled Caste Secondary level teachers were significantly different from the Scheduled Tribe Secondary level teachers in respect of the Teacher Adjustment. The mean score of Scheduled caste Secondary Level teachers Adjustment was higher than that of the mean score of Scheduled Tribe Secondary level teachers Adjustment.
2. The Scheduled Caste Secondary level male teachers were significantly different from the Scheduled Caste Secondary Level Female teachers in respect of the Teacher Adjustment. The mean score of Scheduled Caste Secondary level male teachers Adjustment was higher than that of the mean score of the Scheduled Caste Secondary level female teachers Adjustment.
3. The Scheduled Caste Secondary level rural teachers were not significantly different from the Scheduled Caste Secondary level urban teachers in respect of the Teacher Adjustment.
4. The Scheduled Caste Secondary level arts teachers were not significantly different from the Scheduled Caste Secondary level science teachers in respect of the Teacher Adjustment.
5. The Scheduled Caste Secondary level serving own district teachers were not significantly different from the Scheduled Caste Secondary level serving other district teachers in respect of the Teacher Adjustment.
6. The Scheduled Tribe Secondary Level male teachers were not significantly different from the Scheduled Tribe Secondary level female teachers mean in respect of the Teacher Adjustment.
7. The Scheduled Tribe Secondary level rural teachers were not significantly different from the Scheduled

Tribe Secondary level urban teachers in respect of the Teacher Adjustment.

8. The Scheduled Tribe Secondary level arts teachers were not significantly different from the Scheduled Tribe Secondary level science teachers in respect of the Teacher Adjustment.
9. The Scheduled Tribe Secondary level serving own district teachers were not significantly different from the Scheduled Caste Secondary level serving other district teachers in respect of the Teacher Adjustment.

CONCLUSION

On the basis of the above findings, we can draw the following conclusions and may be considered as the highlights of the study:

The Scheduled Caste male teachers were significantly different from the Scheduled Caste female teachers in respect of the Teacher Adjustment. The finding of the study is in agreement with the findings of other researcher's studies. The studies of Prasad (1985), Donga (1987), Asondariya (2008) and Singh (2014) found that in case of gender, there is significant difference on teacher adjustment.

There is significant difference between Scheduled Caste and Scheduled Tribe Secondary Level teachers about Teacher Adjustment. The mean score of Scheduled caste teachers Adjustment is higher than that of the mean score of Scheduled Tribe teachers Adjustment. The reasons for the differences may be - that the Scheduled Tribe teachers were not satisfied with their present status, taking decision, environment of school, unnecessary criticism, rule and policies of institution, immoral activities of colleagues, criticism about habit, dresses, character and culture in comparison with Scheduled Caste teachers. Therefore, we should take necessary steps, so that the Teacher Adjustment of Scheduled Tribe school teachers can be increased.

There is significant difference between Scheduled Caste male and Scheduled Caste female teachers in respect of their Teacher Adjustment. The mean score of Scheduled Caste male teachers Adjustment is higher than that of the mean score of Scheduled Caste female teachers Adjustment. The dissimilarities may be for the reasons- the Scheduled Caste male teachers are more satisfied with taking decision, justice from the school board, performance, school environment, present family set up, criticism about dresses and character, rule and policies of institution, class room environment, school time table, proper respect and leisure time in comparison with Scheduled Caste female teachers. Therefore, we should try to increase the level of Adjustment of Scheduled Caste female school teachers.

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