

## JOB ANXIETY AND PERSONALITY ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN RELATION OF GENDER AND TYPES OF TEACHER

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### ABSTRACT

*The researcher has presented a brief review of related studies done in the field of teacher. This chapter deals with analysis and interpretation. The collected data on job anxiety and personality adjustment of secondary school teachers were analyzed by using suitable statistical techniques in accordance with the objective of the present study. The objectives of the present study were.*

*The researcher found out job anxiety of secondary school teachers by administering job anxiety scale. Then the researcher categorized these 60 sampled teachers into four categories. On the basis of the score obtained by teachers on job anxiety scale, the researcher also calculated the percentage of secondary school teachers in different category of job anxiety. The table no.4 rains category of job anxiety and number and percentage of secondary school teachers belong to different categories.*

**Keywords:** Job anxiety, Personality Adjustment, Gender and types of teacher, Relation of gender.

### INTRODUCTION

#### ROLE OF THE TEACHER

Teacher is the pivot of any educational system, on him rests the failure or the success of the system. No system of education is better than its teachers. The quality of education and the standard of achievement are inseparably interrelated with the quality of teachers. In this context, it is quite befitting to recall the observation of the Education Commission (1966) "Namely of all the different factors which influence the quality of education and its contribution to national development. The quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". Thus an ideal teacher is a leader of the community. He is not merely an instructor but a potential personal model for his students at any level.

#### ROLE SECONDARY SCHOOL TEACHERS

The Secondary School Teachers in the emerging Indian society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experiences .from one generation to another that which means secondary teacher also plays an important role in any constructive programme of education. He is the pivot around which the education at secondary level revolves. The most important singly factors in the progress of education at the elementary school level are the elementary school teachers but for whose involve effort

no improvement can take place. Only informed and dedicated teachers can securely hold the destiny of the nation

### **Job Anxiety**

Job anxiety is the favorable or unfavorable subjective feeling with which employee's view their work. It results when there is congruence between job recruitment, demands and expectations of employees. It expresses the extent of match between employee's expectations of the job and the reward that the job provides. It is an effective or emotional response towards various facts of one's job.

### **Concept of Job Anxiety**

Job anxiety is the arousal of inferiority feeling. It refers to a psychological state that occurs when an individual experiences a sense of threatening danger towards his job. It arises as a result of over stimulation which cannot be discharged by action. After that an individual feels a sort of emotional tension, uneasiness and restlessness and this feeling of uneasiness and tension which is considered as a response to some unknown but anticipated danger or perceived threat that may exist only in one's imagination. It may be based on an unconscious threats as well as conscious thoughts about what may happen.

Job anxiety is an anxiety towards one's job, Anxiety which is described as an extremely foreboding sensation of dread. It is such a common system in our society that almost everyone has suffered from it at times, at least to a mild degree.

Human behavior is the indirect product of external forces. Forces that exist outside the individual as it were that operate to shape his self concept and self deal and that push and pull him into various attitudes and decisions. Of course we cannot say whether a person perform a given specifically as a result of either external or internal forces. Usually these forces operate together and are in fact, often indistinguishable from each other. It may be that all these forces are operating simultaneously and are interrelated but, it is true that all individual are motivated by both basic needs and anxiety.

Anxiety, which an individual feels towards his job, refers to a psychological state of mind. Different psychologists have given different views regarding anxiety.

So anxiety is civery important factor in performance of the individual and it should be kept under check so that its desired level does not reach its abnormal range.

### **Personality Adjustment**

All human behavior is purposeful. These are directed towards the attainment of some goals or satisfaction of some need. An individual is said to be adjusted in environment if there is harmony among his needs and they are attainable. The other thing is that these goals should be socially desirable. It is the harmony of the internal with the external.

### **Concept of Personality Adjustment**

The concept of personality adjustment means adaptation to physical environment as well as to social demands. No human beings can live apart from his physical environment. There is action and reaction chain going on-between the individual and his environment. Then there are social pressure and demand of socialization. These may be added to the individual personal demand, such as the satisfaction of physiological needs. These entire complexes functioning in the persons' demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirement of the other situation. One situation may give rise to pleasure while the other

may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptom or may even lead to abnormal behavior.

Insects and germs in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes they die. Hundreds of species of insects and germs perish as soon as the winter begins. Man among the living beings has the highest capacities to adapt to new situations. Man as social animal not only adapts to physical demands but he also adjusts to social pressures in the society.

Biologist used the term adaptation strictly for physical demand of the environment but psychologist use the term adjustment for varying condition of social or inter-personal relations of an individual in the society. Thus we see that adjustment means reaction to the demands and pressure of social environment imposed upon the individual has to react, observe the life of a child. He is asked to do this and not to do other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If we do not fulfill these internal demands we feel uncomfortable. With the development of the child these physiological demands go on increasing and become more complex. These two types of demand sometimes come into conflict with each other and resultantly make the adjustment a complicated process for the individual. Conflicts among the various need or demands of a person present special problems of adjustment. If you gratify one of the conflicting needs, the need which is not gratified will produce frustration and leads sometimes to abnormal behavior.

Psychologists have interpreted personal adjustment from two important points of views. One adjustment as an achievement and another adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment.

### **NEED AND IMPORTANCE OF THE STUDY**

The progress and advancement of a country depends upon the quality of its teachers. Teacher is the foundation stone in any system of education.

Teacher performance is the most crucial input in the field of education. Whatever policies we have laid down in the ultimate analysis these have to be implemented by teachers as much through teaching learning process. Unless capable and committed teachers are in service the educational system cannot utilize them for becoming a suitable and potential instrument for national development.

Teacher is the spiritual and intellectual mother/father who leads the students from darkness of ignorance to the light of knowledge, Understanding and help to keep the lamp of civilization burning.

But when she/he feels uneasiness apprehensive, dissatisfied, frustrated, and maladjusted and insecurity towards his job, this leads to Job Anxiety.

Adaval S - "Anxiety leads to lack of confidence, submissiveness; group dependency and low ego strength were correlated with conformity behavior".

Anxiety is a feeling of deep distress towards her/his job in the absence of any known or appropriate object. It also leads to inferiority complex. It refers to psychological state that occurs when she/he experience a sense of threatening danger towards his job. It arises as a result of over stimulation which cannot be discharge by action. After that she/he feels a sort

of emotional tension, uneasiness and restlessness. It is a type of dissatisfaction towards his needs and due to increasing complexities to get rid of barriers. It has become a difficult task and thus maladjustment has become a complex phenomenon for him.

There is a negative correlation between the wide ranges of anxiety in every aspect (Yerker and Dodson, 1908). A well adjusted teacher will be able to make successful 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 elementary school teachers achieved when the environment yields constructive activities (Symonds P.H. (1946).

The teachers play an important role in the field of education. The position of the teacher is just like a gardener. The performance of the teacher depends upon his emotional and professional adjustment.

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

The feeling of anxiety towards his profession leads to maladjustment which affects his efficiency, his thinking, his emotional reactions and the totality of his behavior.

Considering the important role of the teachers in the school the investigator is interested to find out the difference on job anxiety and personality adjustment between government and private and also male and female school teachers, because both groups of teachers have the same responsibilities, accountabilities and obligations to be performed towards humanity.

## **STATEMENT OF THE PROBLEM**

Job anxiety and personality adjustment of secondary school teachers in relation of gender and types of teacher.

## **OBJECTIVE OF THE STUDY**

1. To compare job anxiety of regular and Khargone teacher of government school at secondary Level.
2. To compare the job anxiety of male and female teachers.
3. To compare the personality adjustment of regular and Khargone teachers of government school at secondary level.
4. To compare the personality adjustment of male and female teachers.

## **HYPOTHESES OF THE STUDY**

1. There is no significant difference in degree of anxiety of regular and Khargone government teachers at secondary level.
2. There is no significant difference in the degree of job anxiety of male and female teachers.
3. There is no significant difference in the degree of personality adjustment of regular and Khargone government teachers at secondary level.

4. There is no significant difference in the degree of personality adjustment of male and female teachers.

### DELIMITATION OF THE STUDY

Due to limited time, resources and other constraints the study is confined to:

1. 60 secondary school teachers of Khargone district of M.P.
2. Administered test on job anxiety and personality adjustment of secondary school teachers.

### DESIGN OF THE STUDY

The design of the study is of utmost importance in educational research. The design is a blue print of research study. It gives a clear picture of what type of methods has been used by the researcher, how the data is collected and how the analysis and interpretation has been done. This section present the details of the design followed in conducting the presents study.

### METHOD

Descriptive method was used in the present investigation to study on job anxiety and personality adjustment of secondary school teachers. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered.

### Population

Population refers to the entire mass of universe having similar characteristics. For the present study, the population was the secondary school teachers of Khargone district. It includes government teachers both Regular and Khargone teachers as well as male and female.

### Sample

Researcher has randomly selected 60 secondary school teachers as sample from Khargone district of M.P. out of 60 secondary school teachers, 60 teachers are selected from 10 government schools (6 from each school) and 30 teachers was regular and 30 teachers was Khargone teachers. Again out of 30, 50% are male teacher and 50% are female teachers have been selected for both category. The following table gives details of sample selected for study.

**Table 1. Distribution of Sample**

<i>Regular</i>		<i>Khargone Teachers</i>		<i>Total</i>
<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
15	15	15	15	60
30		30		

The researcher selected these 60 secondary school teacher randomly from Khargone district.

### Tools

The following tools were used by the investigator to measure job anxiety and personality adjustment of elementary school teachers.

1. Job Anxiety scale developed by A.K. Srivastava (1989)

2. Personality Adjustment inventory developed by C.P. Sharma (1977).

### Description of Job Anxiety Scale

This scale was developed and standardized by A.K. Srivastava (Kanpur). The scale consists of 49 items with yes/no response pattern. According to Freud, "Anxiety is as something felt an unpleasant effect of state or condition". The present scale assesses the level of anxiety pertaining to the various constituents of the job life. (1) Job security (2) Recognition and fair evaluation (3) Human relation at work (4) Reward and punishment (5) Self esteem and status of the job. (6) Future prospects and (7) Capacity and confidence to shoulder job responsibilities, have been included in this scale.

### Reliability of Job Anxiety Scale

The split half, reliability was found to be .94 and the correlation coefficient was found to be .89.

### Validity of the Scale

The present scale posse's high content validity. The items were collected from existing standard literature and scales and checked by the expert's rating. The coefficient of correlation between the job anxiety scale and Srivastav and Tiwari's manifest anxiety scale and Sarason's general anxiety scale were .63 (N=190) and .59 (N=110) respectively.

### Administration, Scoring and Interpretation of Job Anxiety Scale

It is a self administering scale containing 49 statements, which can he administered to either individually or in a group. There is no time limit to complete it but usually its completion takes 20 to 25 minutes. Instructions given for this scale are as follows.

"Some statements are given in this inventory. You have to answer a positive or negative. Whichever you think to be most suitable. Put cross (x) mark in front of 'Yes' or 'No' as per your selected answer. Your answer will be kept confidential. You have to answer all of the statements without any hesitation".

The possible range of the scores varies from 55 (minimum) to 92 (maximum) high rating indicated high,anxiety whereas low rating indicate low anxiety of the employees. The weightage scores of responses will be marked 2 or 1 following the procedure given below-

1. Two scores for 'Yes' and one scores for 'No' response on items S.No. 1, 2, 3, 4,-6, 9, 10, 11, 13, 15, 16, 18, 19 to 49.
2. One scores for 'Yes' and Two scores for 'No' response on items S.No. 5, 7, 8, 12, 14, and 17.

**Table 2. Interpretation of the raw scores of job anxiety scale**

<i>Range of Scores</i>	<i>Interpretation</i>
77-92	Extremely high job anxiety
59-76	High job anxiety
45-58 *	Average level of job anxiety
31-44	Low level of job anxiety



### Description of Personality Adjustment Inventory

Personality adjustment inventory was constructed and standardized by C.P.Sharma. The present test contains 59 items to measure the maladjustive, adjustive behavioural reaction of the individual occurring in different dimensions of personality manifestations. However, proper care was taken from different field of human operations of social educational, health and emotions. In this inventory, the two category response type 'Yes' and 'No' was used. The reliability coefficient was found to be .69. The validity coefficient was found to the .81.

### 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 carefully 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 difficulties were asked and removed. 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.

**Table 3. Interpretation of the raw scores of personality adjustment inventory**

<i>Range of Scores</i>	<i>Interpretation</i>
Above 18	Good personality adjustment
16-18	Average personality adjustment
Below 16	Poor personality adjustment

### PROCEDURE OF DATA COLLECTION

The collection of data was spread over a period of 15 days. The researcher personally visited the selected schools. The researcher took the permission of the head of the schools for administering the scales and fixed dates.

On the schedule date the researcher met the teachers and made clear to them the purpose of administration. The researcher sought their cooperation.

The instructions were explained by the researcher and the 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 administered to the teachers. The scales were collected only after they were responded by the subject. After the completion of the administration. The investigator conveyed her gratitude and thanks to the teacher and heads of the school for their kind cooperation.

### Statistical Techniques Used

In the present study in order to know the degree of job anxiety and personality adjustment, the researcher used percentage, for descriptive analysis,  $\chi^2$  to (chi-square) tests for inferential analysis and to find out the significant difference.

## ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation. The collected data on job anxiety and personality adjustment of secondary school teachers were analyzed by using suitable statistical techniques in accordance with the objective of the present study. The objectives of the present study were.

The researcher analyzed the data by using frequency and percentage to describe job anxiety and personality adjustment of elementary school teachers.

The researcher used  $\chi^2$  to compare job anxiety and personality adjustment of secondary school teachers with regard to gender and types of teachers.

The researcher divided this chapter into two sections. These are :

1. Analysis and interpretation of Job Anxiety of secondary school teachers
2. Analysis and interpretation of Job Personality Adjustment of secondary school teachers.

### Analysis and Interpretation of Job Anxiety of Secondary School Teachers

The researcher found out job anxiety of secondary school teachers by administering job anxiety scale. Then the researcher categorized these 60 sampled teachers into four categories. On the basis of the score obtained by teachers on job anxiety scale, the researcher also calculated the percentage of secondary school teachers in different category of job anxiety. The table no.4 shows category of job anxiety and number and percentage of secondary school teachers belong to different categories.

**Table 4. Job anxiety school teachers**

<i>Category of Job anxiety</i>	<i>No. of secondary school teachers</i>	<i>Percentage of secondary school teachers</i>
Extremely high job anxiety	11	18.33
High job anxiety	20	33.33
Average level of job anxiety	18	30.00
Low level of job anxiety	11	18.33
Total	60	

The above table 4 reveals that out of 60 secondary school teachers 11 of them have extremely high job anxiety. 20 teachers have high job anxiety. 18 teachers have average level of job anxiety and 11 teachers have low level of job anxiety.

Thus 18.33% of elementary school teachers have extremely high job anxiety. 33.33% teachers have high job anxiety. 30.00% elementary school teachers have average level of job anxiety and 18.33% of teachers have low level of job anxiety.

### Job Anxiety Secondary School Teachers

The researcher tried to describe job anxiety of male secondary school teachers separately. The table 5 presents number and percentage of male secondary school teachers belonging to different job anxiety category.



**Table 5. Job anxiety of male secondary school teachers**

<i>Category of Job anxiety</i>	<i>No. of male secondary school teachers</i>	<i>Percentage of secondary school teachers</i>
Extremely high job anxiety	6	20%
High job anxiety	9	30%
Average level of job anxiety	9	30%
Low level of job anxiety	6	20%
Total	30	

The above table 5 reveals that out of 30 male teachers, 06 have extremely high job anxiety. 09 male teachers have high job anxiety. 09 male teachers have average level of job anxiety and 06 teachers have low level of job anxiety.

This shows that 20% of male teachers have extremely high job anxiety. 30% teachers have high job anxiety. 30% teachers have average level of job anxiety and 20% of male teachers have low level of job anxiety

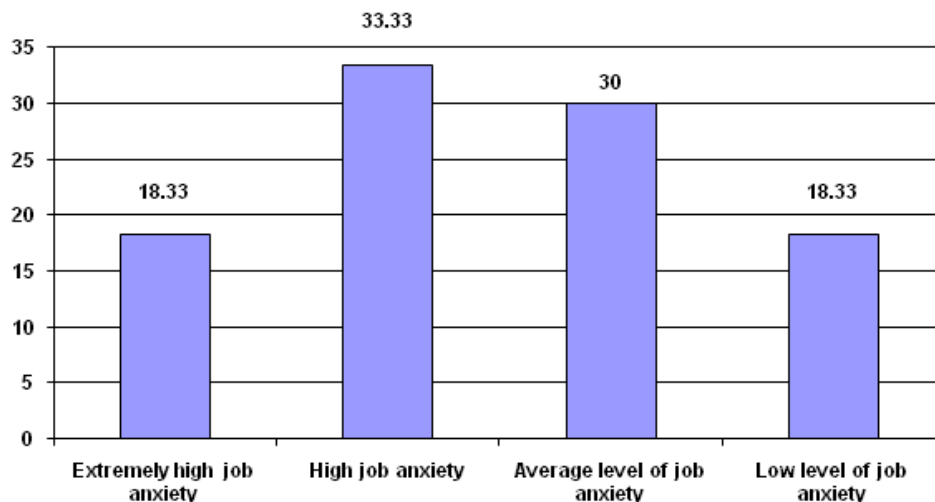


Figure No.1 Presents graphically job anxiety of secondary school teachers.

### **Job anxiety of Male Secondary School Teachers**

The researcher wanted to describe job anxiety of female secondary school teachers. The table 6 presents job anxiety of female secondary school teachers.

The table 6 reveals that out of 30 female teachers, 05 have extremely high job anxiety. 11 female teachers have high job anxiety. 09 female teachers have average level of job anxiety and 05 teachers have low level of job anxiety.

Hence, 16.67% female teachers have extremely high job anxiety. 36.67% of them have high job anxiety, 30.00% female teachers have average level of job anxiety and 16.67% of teachers have low level of job anxiety.

**Table 6. Job anxiety of female secondary school teachers**

<i>Category of Job anxiety</i>	<i>No. of female teachers</i>	<i>Percentage of secondary school teachers</i>
Extremely high job anxiety	05	16.67%
High job anxiety	11	36.67%
Average level of job anxiety	09	30.00%
Low level of job anxiety	05	16.67%
Total	30	

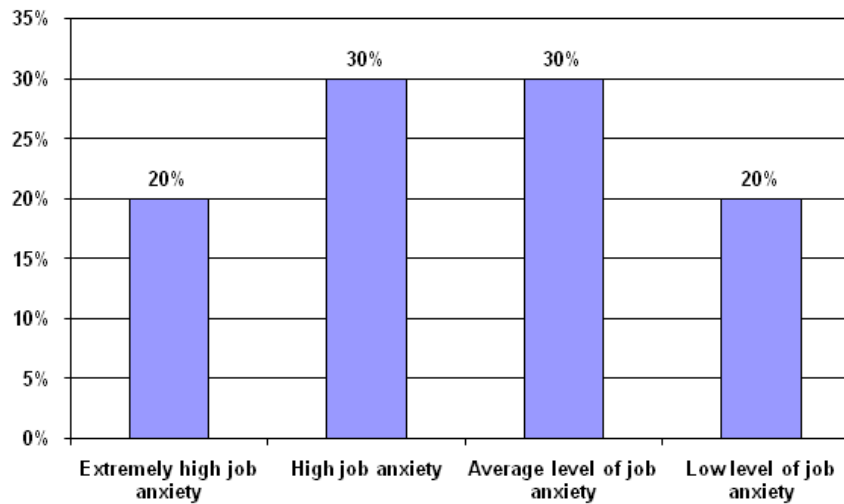


Figure 2. Shows job anxiety of male secondary school teachers.

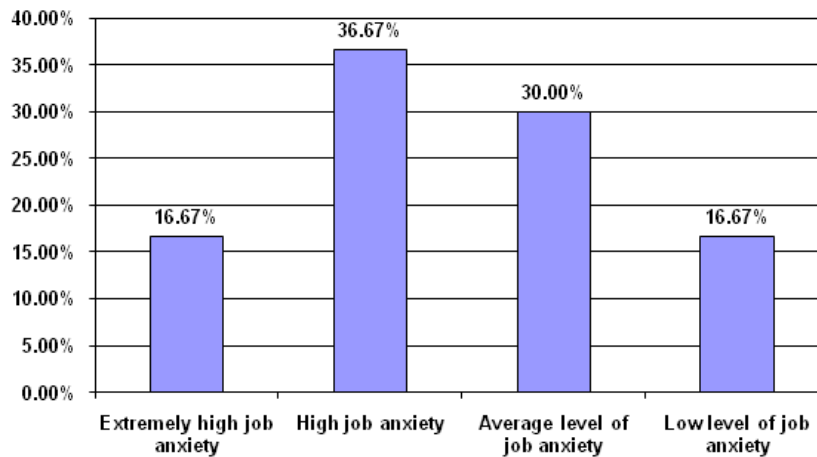


Figure No.3 Shows Job anxiety of female secondary school teachers

### Job anxiety of Female Secondary School Teachers

The researcher tried to describe job anxiety of regular government secondary school teachers. The table no.7 presents job anxiety of regular government secondary school teachers.

**Table 7. Job anxiety of regular government secondary school teachers**

<i>Category of Job anxiety</i>	<i>No. of female teachers</i>	<i>Percentage of secondary school teachers</i>
Extremely high job anxiety	4	13.33%
High job anxiety	10	33.33%
Average level of job anxiety	10	33.33%
Low level of job anxiety	6	20%
Total	30	

The above table reveals that out of 30 regular government school teacher 4 of them comes under **extremely high job anxiety**. 10 government teachers have **high job anxiety**. 10 government teachers have average level of job anxiety and 6 teachers have low level of job anxiety.

Thus 13.33% of government teachers have extremely high job anxiety. 33.33% of government teachers have average level of job anxiety and 20% government teachers have low level of job anxiety.

#### **Job anxiety of Regular Government Secondary School Teachers**

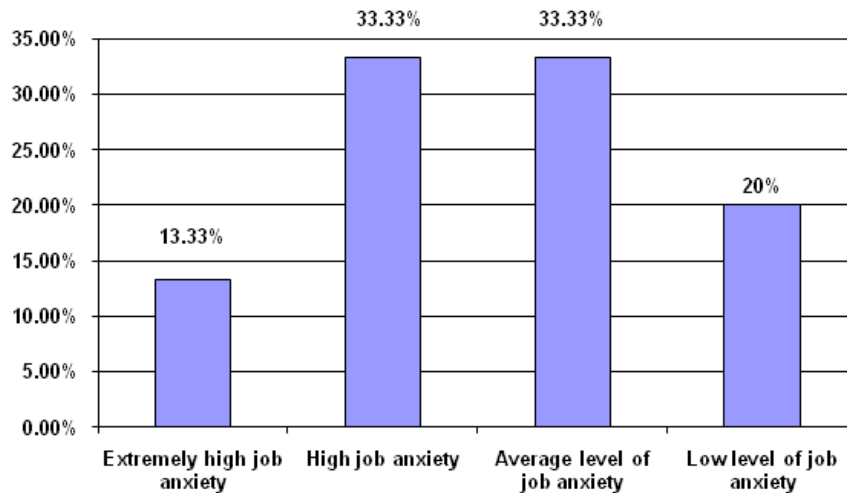


Figure 4. Job anxiety of regular government secondary school teachers

The researcher wanted to describe job anxiety of Government Khargone secondary school teachers. The table no.8 presents job anxiety of private school teachers.

The table 8 shows that 7 secondary 'Khargone' school teachers have extremely high job anxiety. 10 secondary Khargone teachers have high job anxiety. 08 secondary Khargone teachers have average level of job anxiety and 05 secondary Khargone school teachers have low level of job anxiety.

Therefore 23.33% secondary Khargone teachers have extremely high job anxiety. 33.33% teachers have high job anxiety. 26.67% of them have average level of job anxiety and 16.67% secondary Khargone teachers have low level of job anxiety.

**Table 8. Job anxiety of Government Khargone secondary school teachers**

<i>Category of Job anxiety</i>	<i>No. of female teachers</i>	<i>Percentage of secondary school teachers</i>
Extremely high job anxiety	7	23.33%
High job anxiety	10	33.33%
Average level of job anxiety	08	26.67%
Low level of job anxiety	5	16.67%
Total	30	

**Job anxiety of Government Khargone Secondary School Teachers**

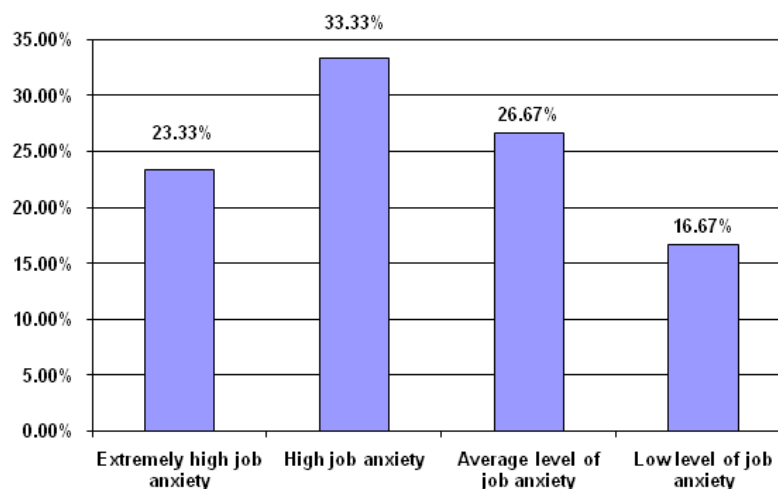


Figure 5 Presents graphically Job anxiety of Government Khargone secondary school teachers

The first objective of this study was to compare job anxiety of regular and Khargone teachers Government school at secondary level. The researcher calculated  $\chi^2$  to find out significant difference between regular and Khargone secondary school teachers with regard to their job anxiety. The table no.9 presents the same.

**Table 9. Comparison of job anxiety of regular and Khargone secondary school teachers**

	<i>No. of extremely high job anxiety</i>	<i>No. of high job anxiety</i>	<i>No. of average level of job anxiety</i>	<i>No. of low job anxiety</i>	$\chi^2$ value	Result
Regular	4 (5.50)	10 (10.00)	10 (09.00)	6 (5.50)	0.1	NOT SIGNIFICANT
Khargone	7 (5.50)	10 (10.00)	08 (09.00)	5 (05.50)		

*Numbers within brackets indicates expected frequency.*

The above table reveals that the  $\chi^2$  values are 0.10 which is less than table value (7.815) at 0.05 levels. So  $\chi^2$  values is not significant. Hence the null hypothesis is accepted. So it can be

concluded that there is no significant difference in the degree of job anxiety between regular and Khargone teachers of government school at secondary level.

**Comparison of Job Anxiety Regular and Khargone Government Secondary School Teachers at Secondary Level**

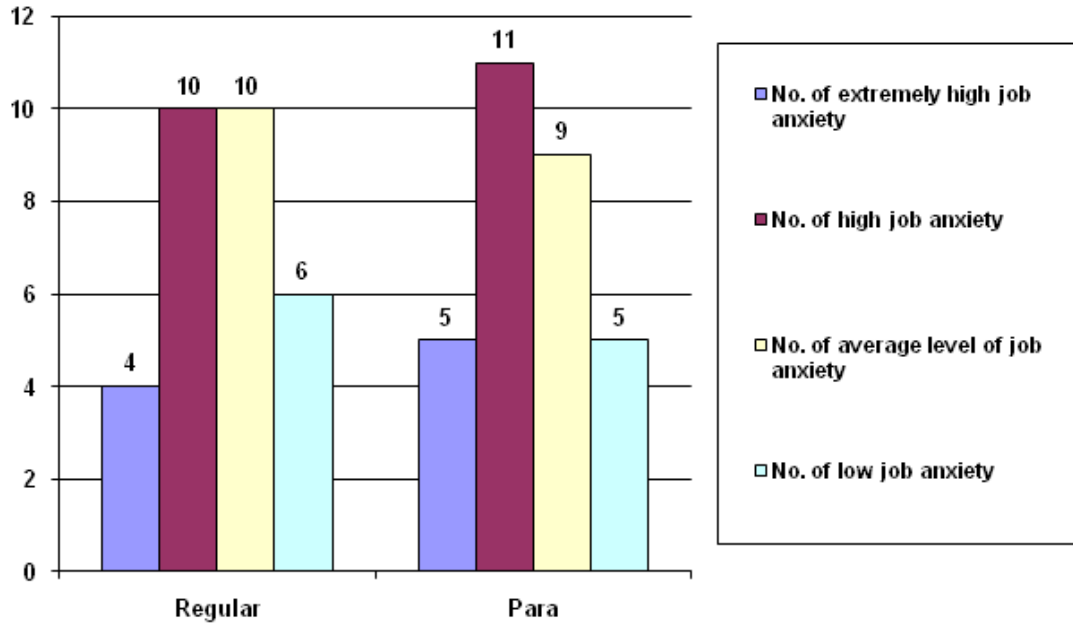


Figure 6. Indicates the comparison of job anxiety of regular and Khargone government school teachers at secondary level

The second objective of this study was to compare male and female secondary school teachers with regard to their job anxiety. The researcher calculated  $\chi^2$  to find out significant difference between male and female secondary school teachers with regard to their job anxiety. The table no.10 presents the same.

**Table 10. Comparison of job anxiety of government and private elementary school teachers**

	No. of extremely high job anxiety	No. of high job anxiety	No. of average level of job anxiety	No. of low job anxiety	$\chi^2$ value	Result
Male	6 (5.50)	9 (10.00)	9 (9.00)	6 (5.50)	0.51	NOT SIGNIFICANT
Female	5 (10.50)	11 (10.00)	9 (9.00)	5 (5.50)		

*This no. within brackets indicates expected frequency.*

The above table reveals that the  $\chi^2$  values 0.51 which is less than table value (7.815) at 0.05 levels. So  $\chi^2$  values is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between male and female secondary teachers.

### Comparison of Job Anxiety Male and Female Secondary School Teachers

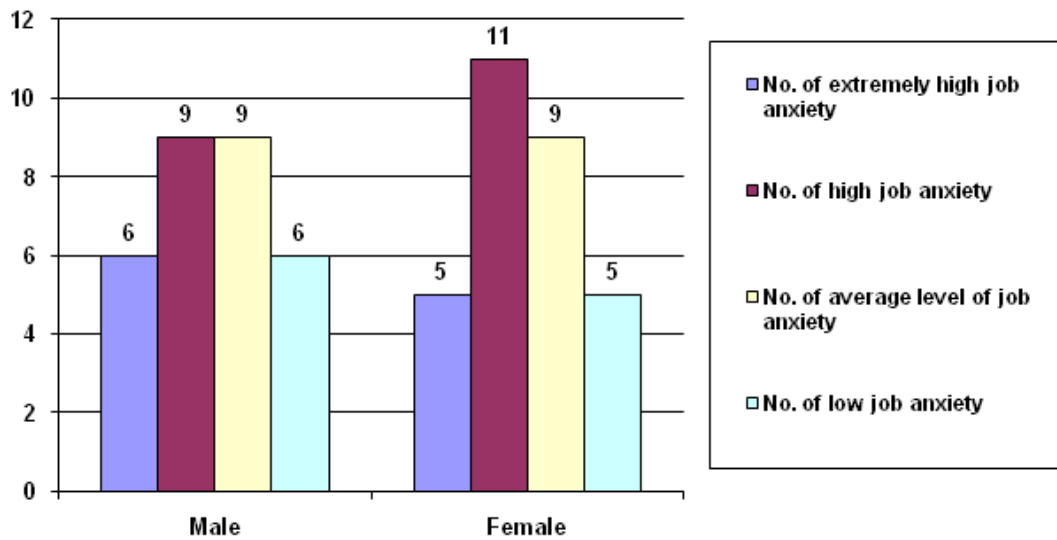


Figure 7. Indicates the comparison of job anxiety male and female secondary school teachers

### Analysis and Interpretation of Personality Adjustment of Secondary School Teachers

The researcher found out Personality adjustment of secondary school teachers by administering personality adjustment inventory. Then the researcher categories these 60 sampled teachers into three categories. On the basis of score obtained by teachers on personality adjustment inventory. The researcher also calculated the percentage of secondary school teachers in different categories of personality adjustment. Table no.11 rasin category of personality adjustment and number and percentage of secondary school teachers belong to different categories.

**Table 11 Personality adjustment of secondary school teachers**

<i>Category of personality adjustment</i>	<i>No. of elementary school teachers</i>	<i>Percentage elementary school teachers</i>
Good personality adjustment	25	41.67%
Average personality adjustment	21	35%
Poor personality adjustment	14	23.33%
	60	

The above table 11 reveals that out of 60 secondary school teachers 25 teachers have good personality adjustment. 21 secondary school teachers have average personality adjustment and 14 school teachers have poor personality adjustment.

Therefore, 41.67% of school teachers have good personality adjustment. 35% of elementary school teachers have average personality adjustment and 23.33% school teachers have poor personality adjustment.

### Personality Adjustment of Secondary School Teachers

The researcher tried to describe personality adjustment of male secondary teachers separately. The table 12 number and percentage of male elementary school teachers belonging to different personality adjustment categories.

**Table 12. Personality adjustment of male elementary school teachers**

<i>Category of personality adjustment</i>	<i>No. of male school teachers</i>	<i>Percentage male teachers</i>
Good personality adjustment	11	36.67%
Average personality adjustment	13	43.33%
Poor personality adjustment	6	20%
	30	

The above table indicates that out of 30 male school teachers, 11 teachers have good personality adjustment. 13 male teachers have average personality adjustment and 6 teachers have poor personality adjustment.

This shows that 36.67% male teachers have good personality adjustment 43.33% of male school teachers have average personality adjustment and 20% of male teachers have poor personality adjustment.

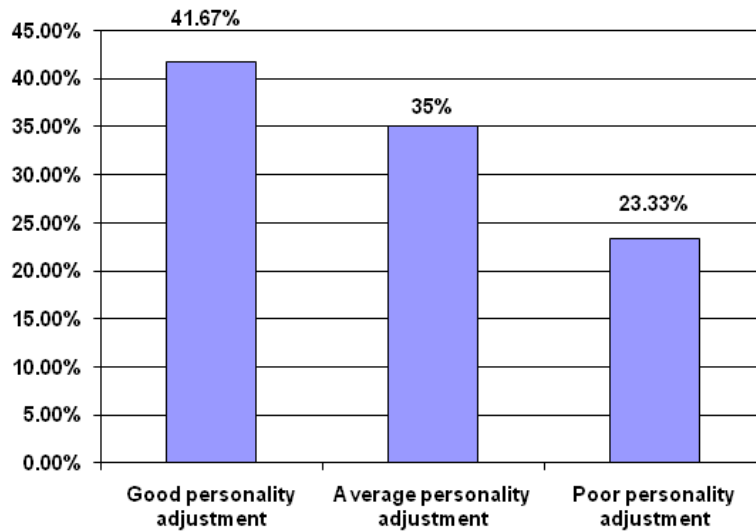


Figure 8. Presents graphically personality adjustment of secondary school teachers

**Personality adjustment of male secondary school teachers**

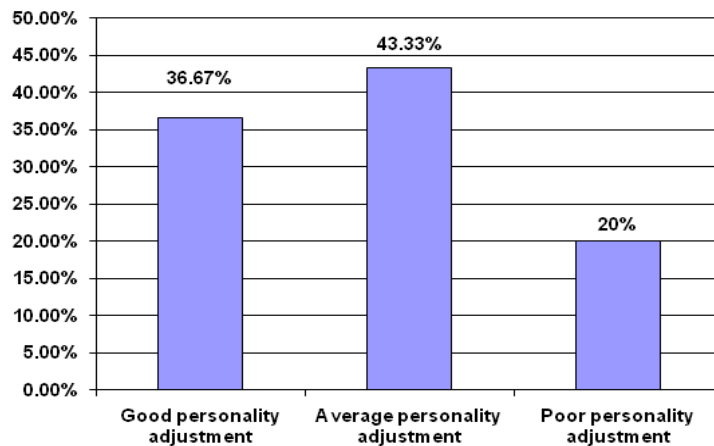


Figure 9. Personality adjustment of male secondary school teachers



The researcher wanted to describe personality adjustment of female secondary school teachers. The table no.13 presents personality adjustment of female secondary school teachers.

**Table 13. Personality adjustment of female elementary school teachers**

<i>Category of personality adjustment</i>	<i>No. of female school teachers</i>	<i>Percentage female teachers</i>
Good personality adjustment	14	46.67%
Average personality adjustment	8	26.67%
Poor personality adjustment	8	26.67%
	30	

The above table-13 indicates that out of 30 female school teachers, 14 female teachers have good personality adjustment. 8 female school teachers have average personality adjustment and 8 female teachers have poor personality adjustment.

Thus, 46.67 female teachers have good personality adjustment 26.67% female teachers have average personality adjustment and 26.67% of female teachers have poor personality adjustment.

**Personality Adjustment of Female Secondary School Teachers**

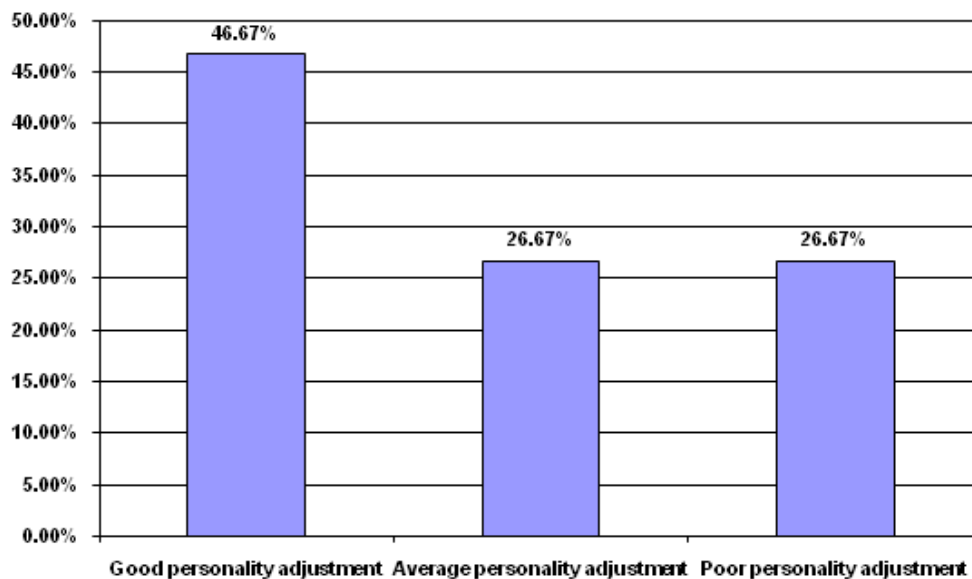


Figure 10. Personality adjustment of female secondary school teachers

The researcher tried to describe personality adjustment of regular government school teachers separately. The table 14 presents number and percentage of regular school teachers belonging to different personality adjustment categories.

The above table indicates that out of 30 regular government school teachers, 15 regular government teachers have good personality adjustment. 10 regular government teachers have average personality adjustment and 5 regular government teachers have poor personality adjustment.

Hence, 50% regular government teachers have good personality adjustment. 33.33% regular government teachers have average personality adjustment and 16.67% regular government teachers have poor personality adjustment.

**Table 14. Personality adjustment of regular government school teachers**

<i>Category of personality adjustment</i>	<i>No. of government teachers</i>	<i>Percentage of government teachers</i>
Good personality adjustment	15	50%
Average personality adjustment	10	33.33%
Poor personality adjustment	5	16.67%
	30	

### Personality Adjustment of Regular Government School Teachers at Secondary Level

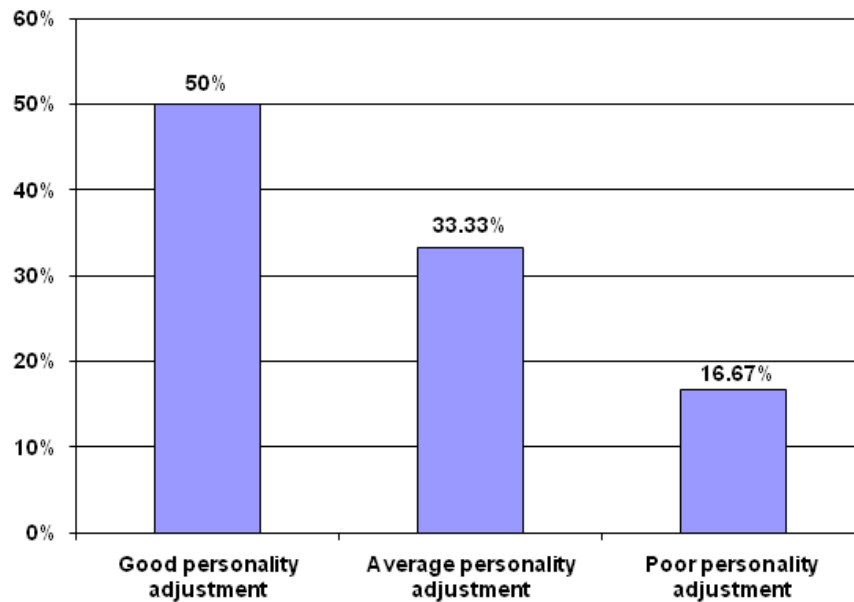


Figure 11. Presents graphically personality adjustment of regular government school teachers

The researcher tried to describe personality adjustment of Khargone government school teachers separately. The table no.15 presents number and percentage of regular Khargone secondary school teachers belonging to different personality adjustment categories.

**Table 15. Personality adjustment of Khargone secondary school teachers**

<i>Category of personality adjustment</i>	<i>No. of government teachers</i>	<i>Percentage of government teachers</i>
Good personality adjustment	10	33.33%
Average personality adjustment	11	36.67%
Poor personality adjustment	9	30%
	30	

The above table indicates that out of 30, 10 Khargone government school teachers have good personality adjustment. 11 teachers have average personality adjustment and 9 teachers have poor personality adjustment.

Thus, 33.33%, Khargone government teachers have good personality adjustment. 36.67% teachers have average personality adjustment and 30% teachers have poor personality adjustment.

**Personality Adjustment of Khargone Teachers Of Secondary School**

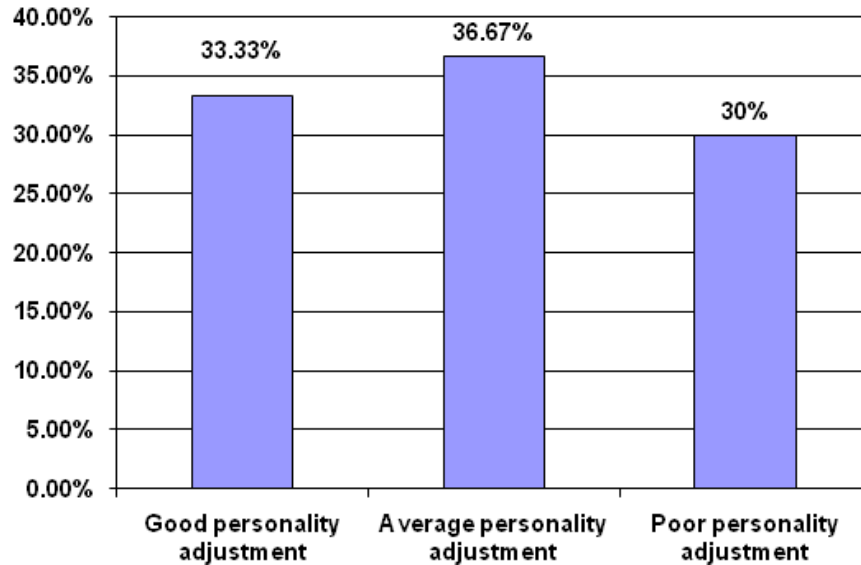


Figure 12 Personality adjustment of Khargone teachers of secondary school teachers

The third objective of this study was to compare personality adjustment of regular and Khargone teachers of government school at secondary level. The researcher calculated  $\chi^2$  to find out significant difference between regular and Khargone secondary school teachers with regard to their personality adjustment. The table no.16 presents the same.

**Table 16. Comparison of personality adjustment of regular and Khargone teachers of government school at secondary level**

	<i>No. of personality adjusted teacher</i>	<i>No. of average personality adjusted teacher</i>	<i>No. of poor personality adjusted teacher</i>	$\chi^2$ value	Result
Regular teachers	11 (12.50)	13 (10.50)	6 (7.00)	0.30	NOT SIGNIFICANT
Khargone teachers	14 (12.50)	8 (10.50)	8 (7.00)		

*Numbers within brackets indicates expected frequency.*

*The above table reveals that the  $\chi^2$  values 0.32 which is less than table value (5.99) at 0.05 levels. So  $\chi^2$  values is not significant. Hence the null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between regular and Khargone teachers of government school at secondary level.*

### Comparison of Personality Adjustment of Regular and Khargone Secondary School Teachers

The fourth objective of this study was to compare personality adjustment of male and female secondary school teachers. The researcher calculated  $\chi^2$  to find out significant difference between male and female secondary school teachers with regard to their personality adjustment. The table.17 presents the same.

**Table17. Comparison of personality adjustment of male and female secondary school teachers**

	No. of personality adjusted teacher	No. of average personality adjusted teacher	No. of poor personality adjusted teacher	$\chi^2$ value	Result
Male	15 (12.50)	10 (10.50)	5 (7.00)	0.35	NOT SIGNIFICANT
Female	10 (12.50)	11 (10.50)	9 (28.5)		

Numbers. within brackets indicates expected frequency.

The above table reveals that the  $\chi^2$  values 0.35 which is less than table value 5.99 at 0.05 levels. So  $\chi^2$  values is significant. Hence the null hypothesis is accepted. So it can be pointed out that there is no significant difference in the personality adjustment of male and female secondary school teachers.

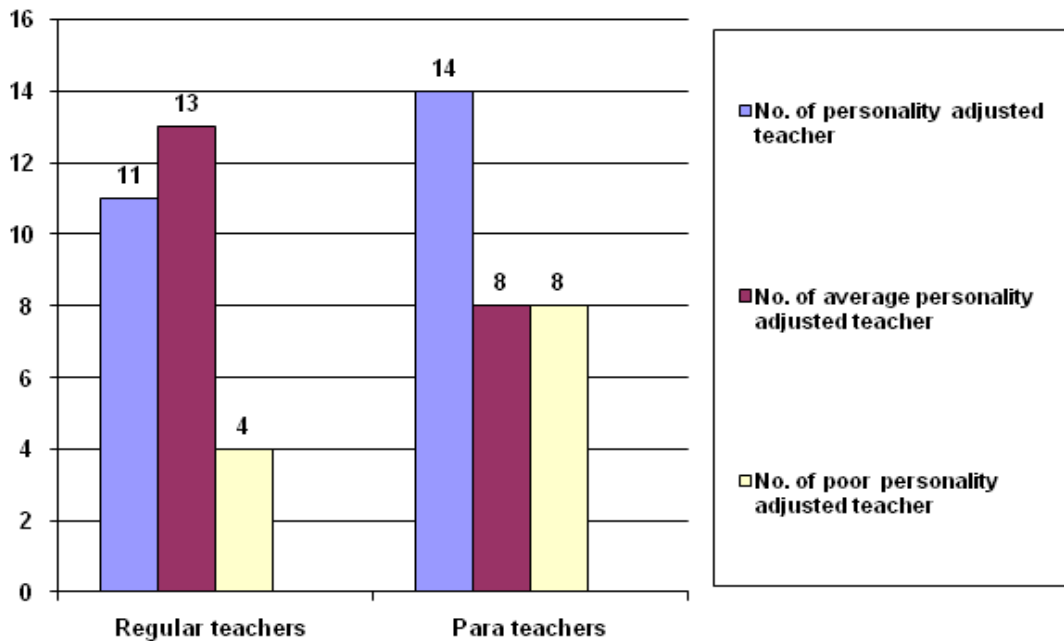


Figure No.13 Comparison of personality adjustment of regular and Khargone teachers of government school at secondary level.

### Comparison of Personality Adjustment of Male and Female Secondary School Teachers

From the figure 14 analysis and interpretation. It is concluded that there is no significant difference in job anxiety relating to gender and types of teachers.

Similarly there is no significant difference in personality adjustment relating to gender and types of teachers.

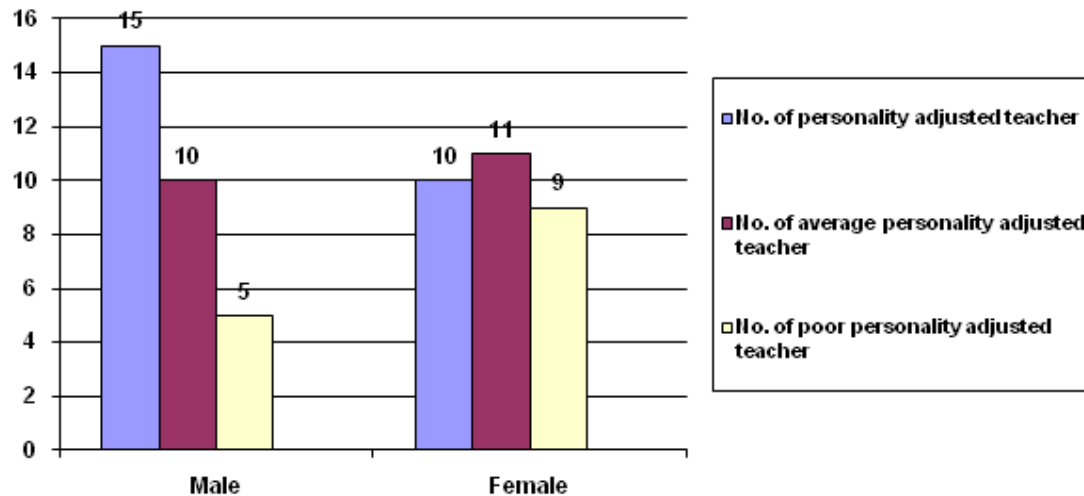


Figure 14. Comparison of personality adjustment of male and female elementary school teachers.

### MAJOR FINDINGS OF THE STUDY

From the above findings it is concluded that there is no significant difference in the job anxiety relating to gender and types of teachers. The reason behind that is that both male and female teachers of government school and equally affected by the extra work load. Job insecurity, occupational hazards, lack of social prestige, status of the job, future prospects, capacity and confidence to shoulder job responsibilities, work competency, dissatisfaction towards job, poor salary and relationship among teacher and administrator etc.

Similarly, there is no significant difference in the personality adjustment relating to gender and types of teachers. The reason behind his is those both male and female teachers and government school regular and Khargone teacher's faces similar criteria to adjust themselves in relation to occupational, social, health and educational environment.

### EDUCATIONAL IMPLICATIONS

The present study has its implication for educational admonitory, teaches, teacher educator and school personnel's.

“Education for life” and “Education in the preparation for life” become meaningful only when we have teachers who were satisfied in their ob and also who do not have job anxiety. They should also be well adjusted. Since a teacher is an indispensable element in the process of teaching and learning hence it is necessary to have these types of teachers for educational development.

Education for all enables an individual to proceed towards light from darkness and towards morality form immortality. The quality compliance and character of teacher are undoubtedly the most significant.

Thus, there should be proper training of teachers of government and private schools related to the programmes for education of job anxiety which could contribute towards proper personality adjustment.

So this study can be used as a diagnostic study in reducing job anxiety and helps government and private school teachers to adjust their personality.

Hence, remedial measures can be taken up in order to fulfill their deficiencies.

By reducing job anxiety and bring about well adjusted personality of the teachers the present study not only help teachers but it also helps students indirectly.

## **CONCLUSION**

It is concluded that:

1. There is no significant difference in the job anxiety relating to gender and types of schools.
2. Similar relating to gender and types of schools.

Hence, in order to achieve all the objectives of education, it is essential to have those teachers who are satisfied with their job, and also teachers who do not have job anxiety and who have well adjusted personality in their teaching profession.

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