Teacher Adjustment in Government Secondary Schools: An Analysis Across Recruitment Methods

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ABSTRACT

This study explores the impact of different recruitment methods—specifically, promotion and direct recruitment—on the adjustment levels of teachers working in government secondary schools, with a particular focus on gender and school location (rural or urban). The main objective was to understand whether the recruitment method affects how well teachers adjust to their professional roles and environments.

The investigation revealed that there is no statistically significant difference in adjustment levels between male teachers who were promoted and those who were directly recruited. A similar pattern was observed among female teachers; the method of recruitment did not significantly influence their adjustment levels. Furthermore, when examining the data across rural and urban settings, the results consistently showed that the recruitment method—whether through promotion or direct recruitment—had no significant effect on teacher adjustment.

These findings indicate that recruitment method alone does not serve as a key determinant of teacher adjustment in government secondary schools. This suggests that other variables—such as school environment, workload, leadership support, teacher motivation, and professional development opportunities—may have a greater influence on how effectively teachers adjust to their roles. Further research is needed to explore these potential factors in depth.

Keywords: Teacher Adjustment, Government secondary schools, Recruitment Methods Promotion and Direct Recruitment.

INRODUCTION

"In education, the foremost issue lies within the adjustment of the new to the old, of the unconventional to the acquainted, and in expressing this inventiveness in understandable phrases." - John Dewey

The profound declaration by John Dewey encapsulates the difficult procedure of teacher adjustment, a critical side of the academic panorama in Uttarakhand's government secondary schools. Here, both promoted and directly recruited teachers embark on wonderful yet interconnected journeys, navigating the demanding situations of adapting to new roles, environments, and expectations.

For promoted teachers, the transition from the confines of the classroom to positions of leadership and management signifies a pivotal professional milestone. As they anticipate obligations beyond pedagogy, their adjustment adventure is marked by a sensitive balance between instructional excellence and managerial prowess. The words of instructional psychologist Lev Vygotsky states, "In the sector of proximal development, the child can carry out duties with the help of others that could in any other case be beyond their capability by myself." Similarly, promoted teachers frequently rely upon mentorship, professional improvement opportunities, and peer aid to navigate the complexities in their expanded roles.

Conversely, directly recruited teachers bring sparkling views and pedagogical procedures to the educational panorama, invigorating lecture rooms with innovation and dynamism. Their adjustment journey, however, unfolds amidst the backdrop of institutional norms and cultural practices, as they seek to align their teaching practices with the ethos of the education system. As Albert Einstein famously remarked, "The only source of expertise is experience." Directly

recruited teachers draw upon their lived studies, lecture room observations, and reflective practices to refine their educational strategies and foster pupil's learning.

Against this backdrop, this observation endeavors to delve into the adjustment studies of teachers appointed through promotion and those appointed directly in government secondary schools of Uttarakhand. By inspecting the demanding situations, techniques, and outcomes related to their professional journeys, this research seeks to offer valuable insights into the dynamics of teacher adjustment and its impact on academic practices and curriculum coverage.

Drawing notion from the phrases of American educator Rita Pierson, "Every child merits a champion – a grownup who will by no means surrender on them, who is aware, the energy of connection and insists that they turn out to be the quality that they can probably be." This has a look at advocates for the supply of strong guide mechanisms and tailor-made interventions to empower instructors in their adjustment endeavors. Through a comparative lens, it intends to become aware of commonalities, disparities, and satisfactory practices that could tell the improvement of a more responsive and resilient teaching staff, poised to satisfy the numerous wishes of students in Uttarakhand and beyond.

SIGNIFICANCE OF THE STUDY

Western educationists emphasize the significance of teacher adjustment. Linda Darling-Hammond stresses that teacher quality is paramount for student achievement, highlighting the critical role of teacher adjustment. Similarly, Michael Fullan argues that supporting teachers during this process is essential for school improvement. Research indicates that promoted teachers may struggle due to their unfamiliarity with the higher grade, new curriculum, and establishing relationships. Conversely, directly recruited teachers may find it challenging to adapt to the school culture, understand policies, and build connections.

In Uttarakhand, where the education system faces unique challenges like teacher shortages, inadequate infrastructure, and diverse student populations, this adjustment becomes even more critical. Thus, a comparative study on how both groups adapt in this context is timely. It would shed light on their challenges and offer strategies for improvement.

In essence, teacher adjustment of Uttarakhand's government secondary schools is a nuanced issue that demands careful attention. By understanding their challenges and providing adequate support, we can enhance the state's education system.

REVIEW OF RELATED LITRATURE

A review was conducted on several studies in the field, and among them, certain works were identified as citable.

Gayathri and Reddy (2024) examined the marital adjustment of non-working and working women residing in urban and rural areas, with a focus on understanding the impact of location, age, and family structure. The study revealed that women from rural areas, younger than 45, and those living in joint families demonstrated higher levels of marital adjustment. These findings highlight the role of environment and family dynamics in influencing marital satisfaction and emphasize the importance of targeted efforts to enhance relationships.

Thakar and Vankar (2022) explored the adjustment challenges encountered by female teachers in higher secondary schools. Their research demonstrated that female teachers in urban settings face more significant adjustment difficulties compared to those in rural areas. The study also highlighted that female teachers in the science stream experience more adjustment issues than those teaching in the general stream.

Rudraradhya (2019) investigated the relationship between personal values and the teacher adjustment among those working in secondary schools. The study found no significant correlation between personal values and adjustment among this group. Additionally, it found no notable variation in adjustment levels between teachers by gender of secondary schools.

Roy and Halder (2018) aimed to investigate how factors such as gender, locality, marital status, designation, and teaching experience influence teacher adjustment among secondary school educators. The study found no significant differences in teacher adjustment based on gender, locality, designation, or teaching experience. However, marital status was identified as the only factor that significantly impacted teacher adjustment.

Moshahid(2017) investigated the variation in adjustment levels of private and public school teachers working at secondary level. According to the findings, teachers in government schools were considerably higher adjusted than their private school counterparts. The results further revealed that adjustment levels among government school teachers were not significantly influenced by genderand among teachers in private institutions, gender was found to significantly influence adjustment levels. Additionally, no significant disparity in adjustment was found between female teachers in government and private schools.

Ahmad and Khan (2016) investigated the adjustment of secondary school teachers, examining variables such as educational qualifications, experience, and locality. Their findings showed no significant differences in teachers' adjustment levels based on these factors.

Prakash (2016) conducted a study to examine the occupational adjustment of physical education teachers in a range of school environments. The findings revealed that both gender and locality

significantly influenced teachers' job adjustment. However, no significant difference was observed in job adjustment when comparing government and private schools.

Singh and Kumari (2015) conducted the variations in social, professional, and personal adjustment between teachers working in government and private secondary schools. The results highlighted a notable difference, with government school teachers demonstrating better adjustment than those in private schools. However, no differences in adjustment behaviors were found between male and female teachers within the same school.

Bhutia and Dey (2015) conducted a study examining the relationship between teaching aptitude and teacher adjustment among secondary school educators. Teacher adjustment levels did not significantly differ based on teachers' gender. Additionally, the study indicated that trained teachers exhibit better adjustment compared to their untrained counterparts.

Sharma and Godiyal (2015) conducted research to evaluate the adjustment levels of teachers in private and government schools, comparing male and female educators. The study concluded that teachers from both school types exhibited comparable levels of adjustment. However, it was observed that female teachers were higher adjusted than their male counterparts. The type of school influenced gender-based variations in teacher adjustment and teaching attitudes.

Kaur and Shikha (2015) explored the correlation between teacher adjustment and teaching attitude at the secondary level. According to the study, the type of school influenced gender-based variations in teacher adjustment and teaching attitude. While gender differences in adjustment were evident, there was no significant variation in their attitudes towards teaching. The study also found a strong correlation between adjustment and teaching attitudes among secondary school teachers.

Nadeem and Bhat (2014) conducted a study in government secondary schools to examine the impact of gender, demographic factors, and education on teachers' adjustment behavior. The study showed that gender did not influence the adjustment levels of teachers at secondary level.Additionally, no considerable variation was observed in the adjustment levels of rural versus urban secondary school teachers.

Suruchi and Rana (2014) carried out a study to analyze the adjustment levels of secondary school teachers in private and government institutions, focusing on personal, professional, and social aspects. Teachers in government schools, irrespective of gender, were found to have higher adjustment levels than those in private schools.

Therefore, the researcher identified a gap in studies concerning different categories of appointment among government secondary school teachers under the Uttarakhand Board of Secondary Education, and selected this issue as the focus of the research.

OBJECTIVES OF THE RESEARCH STUDY

To address the aim of the present study, the researcher established the following objective:

To examine and analyze the adjustment of teachers appointed through promotion and those appointed directly in government schools at secondary level.

RESEARCH HYPOTHESES

According to the stated objective, researcher proposed the following hypotheses -

1. There is no significant difference in the adjustment of male teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

2. There is no significant difference in the adjustment of female teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.
3. There is no significant difference in the adjustment of rural teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.
4. There is no significant difference in the adjustment of urban teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

METHODOLOGICAL FRAMEWORK

Research Design:

In alignment with the research objective, a descriptive survey design was employed to collect and interpret data from the target group. This method is extensively accredited and favored in the field of education due to its effectiveness in systematically collecting and analyzing data to describe and interpret various educational phenomena. The descriptive survey approach is esteemed for its ability to present a comprehensive outline of the subject under investigation, making it a common choice for educational research.

Population and Sample:

In this research, government secondary school teachers working in Uttarakhand state are considered the study population. For the present study, the Garhwal Educational Division of the state has been selected as the sample by the purposive stratified sampling technique. In order to provide equal representation to the districts of Garhwal Division- Chamoli, Dehradun, Haridwar, Pauri, Rudraprayag, Tehri and Uttarkashi, 4% of the teachers appointed through promotion and

through direct recruitment of every district have been selected in the sample group. Thus, for this research, 480 teachers from government secondary schools were selected as the sample, with 120 appointed through promotion and 360 through direct recruitment.

Tool for Data Collection:

To measure teacher adjustment, the researcher applied the Mangal Teacher Adjustment Inventory (MTAI), a reliable and established instrument created by Dr. S.K. Mangal. The inventory consists of 70 items specifically crafted to assess the adjustment levels of school teachers. Scoring was carried out according to the standard procedures outlined in the scale's manual.

Statistical Analysis:

The data was analyzed with descriptive statistics, including mean and standard deviation, as well as inferential statistics through the t-test.

ANALYSIS AND INTERPRETATION OF DATA

(A) DISTRIBUTION OF DATA

1 Gender, Locality, and Type of Teacher

Table: 1 Distribution of the sample among gender, locality, and type of teachers

Gender	Male	Female
	238	242
Locality	Rural	Urban
	242	238
Type of teacher	Promoted	Direct Recruited
	120	360

2 Teacher Adjustments

Table 1: Teacher Adjustment Levels in Government Secondary Schools of Uttarakhand Based on Recruitment Types

S. N.	Level of Teacher Adjustment	Teachers appointed through promotion				Teachers appointed through direct recruitment			
		Male	Female	Male	Female	Male	Female	Male	Female
		N	N	%	%	N	N	%	%
1	Very Good	17	12	14.17	10.00	54	28	15.00	7.78
2	Good	25	29	20.83	24.17	83	89	23.06	24.72
3	Average	17	16	14.17	13.33	37	57	10.28	15.83
4	Poor	1	3	0.83	2.50	4	7	1.11	1.94
5	Very poor	0	0	0	0	0	1	0	0.28

The Table 1 illustrates teacher adjustment levels among teachers appointed through promotion and direct recruitment in government secondary schools of Uttarakhand, segmented by gender. For those in promoted positions, 14.17% of male and 10.00% of female teachers reported "very good" adjustment. In comparison, directly recruited teachers had slightly higher percentages in this category, with 15.00% of male and 7.78% of female teachers indicating "very good" adjustment. When examining "good" adjustment, 20.83% of male and 24.17% of female promoted teachers reported this level, whereas directly recruited teachers had higher rates, with 23.06% of male and 24.72% of female teachers in this category.

For "average" adjustment, promoted teachers had 14.17% of males and 13.33% of females, while directly recruited teachers showed 10.28% of males and 15.83% of females. In the "poor" adjustment category, 0.83% of male and 2.50% of female promoted teachers were represented, compared to 1.11% of male and 1.94% of female directly recruited teachers. Lastly, no promoted teachers were classified under "very poor" adjustment, but 0.28% of directly recruited female teachers were. Overall, directly recruited teachers exhibited better adjustment levels than

promoted teachers, particularly in the "good" and "very good" categories, with notable variations in adjustment levels between genders for both groups.

(B) ANALYSIS OF DATA

Hypotheses Testing

1. There is no significant difference in the adjustment of male teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

Table 2: Mean, S.D. and t value of teacher adjustment between male teachers appointed through promotion and those appointed through direct recruitment

Variable	Type of Recruitment	N	Mean	S.D.	t-value	p-value	Level of significance
Teacher Adjustment	Promotion	60	57.82	6.68	0.323	0.747	.05
	Direct	178	58.14	6.72			

Table 2 compares the adjustment levels of male teachers appointed through promotion and those appointed through direct recruitment. For teachers appointed through promotion, the mean adjustment score is 57.82, with a standard deviation of 6.68. In contrast, teachers appointed through direct recruitment have a slightly higher mean score of 58.14 and a standard deviation of 6.72. For this, the calculated t-value is 0.323, with a corresponding p-value of 0.747. As the p-value exceeds the 0.05 level of significance, it indicates that the difference in adjustment scores between the two groups is not statistically consequential. Therefore, the findings support the hypothesis that there is no significant difference in adjustment between male teachers appointed through promotion and those appointed through direct recruitment.

2. There is no significant difference in the adjustment of female teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

Table 3: Mean, S.D. and t value of teacher adjustment between female teachers appointed through promotion and those appointed through direct recruitment

Variable	Type of Recruitment	N	Mean	S.D.	t-value	p-value	Level of significance
Teacher Adjustment	Promotion	60	309.567	27.876	1.073	0.284	.05
	Direct	182	316.389	23.788			

Table 3 compares the adjustment levels of female teachers appointed through promotion and those appointed through direct recruitment. Female teachers appointed through promotion have a mean adjustment score of 309.567 with a standard deviation of 27.876. In comparison, female teachers appointed through direct recruitment have a higher mean score of 316.389 and a standard deviation of 23.788. The t-value obtained for this comparison is 1.073, with a p-value of 0.284. As the p-value is considerably higher than the 0.05 significance level, it suggests that there is no statistically significant difference in adjustment levels between female teachers appointed through promotion and those appointed through direct recruitment. Thus, the data supports the hypothesis that the type of recruitment does not have a significant impact on adjustment levels among female teachers.

3. There is no significant difference in the adjustment of rural teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

Table 4: Mean, S.D. and t value of teacher adjustment between rural teachers appointed through promotion and those appointed through direct recruitment

Variable	Type of Recruitment	N	Mean	S.D.	t-value	p-value	Level of significance
Teacher Adjustment	Promotion	62	57.371	6.340	0.298	0.766	.05
	Direct	180	57.083	7.132			

Table 4 compares the adjustment levels of rural teachers appointed through promotion and those appointed through direct recruitment in government secondary schools. Teachers appointed through promotion in rural areas have a mean adjustment score of 57.371, with a standard deviation of 6.340. In comparison, rural teachers appointed through direct recruitment have a slightly lower mean score of 57.083 and a standard deviation of 7.132. The t-value for this comparison is 0.298; with a p-value of 0.766. Because p-value is much higher than the 0.05 threshold, it shows that there is no significant difference in adjustment levels between these two groups of rural teachers. This finding supports the idea that being appointed through promotion or appointed through direct recruitment does not notably affect teacher adjustment in rural areas.

4. There is no significant difference in the adjustment of urban teachers appointed through promotion and those appointed through direct recruitment in government secondary schools.

Table 5: Mean, S.D. and t value of teacher adjustment between urban teachers appointed through promotion and those appointed through direct recruitment.

Variable	Type of Recruitment	N	Mean	S.D.	t-value	p-value	Level of significance
Teacher Effectiveness	Promotion	58	58.724	6.167	0.468	0.064	.05
	Direct	180	58.267	6.561			

Table 5 examines the adjustment levels of urban teachers appointed through promotion and those appointed through direct recruitment in government secondary schools. Teachers appointed through promotion in urban areas have a mean adjustment score of 58.724 with a standard deviation of 6.167. In contrast, urban teachers those appointed through direct recruitment have a slightly lower mean score of 58.267 and a standard deviation of 6.561. For this, the calculated t-value is 0.468, and the p-value is 0.064. As the p-value is just above the 0.05 threshold, the difference in adjustment levels between urban teachers appointed through promotion and those appointed via direct recruitment is not statistically significant. This means that whether a teacher is appointed through promotion or appointed through direct recruitment does not have a substantial impact on their adjustment in urban settings.

CONCLUSION

Analyzing teacher adjustment across various groups of government secondary school teachers results in several conclusions. For male teachers, the data shows no significant difference in adjustment between those who were appointed through promotion and those who were appointed through direct recruitment, suggesting that the method of recruitment doesn't significantly influence their adjustment. Similarly, for female teachers, the study found no meaningful difference between teachers appointed through promotion and appointed through direct recruitment, indicating that recruitment method does not considerably affect their adjustment levels.

In rural areas as well, no significant difference was observed in the adjustment between teachers appointed through promotion and appointed through direct recruitment, further supporting the idea that the type of recruitment does not play a major role in teacher adjustment. In urban settings, the analysis reveals no significant difference between the two groups, suggesting that

the method of recruitment—whether through promotion or direct recruitment—does not significantly affect teacher adjustment.

Overall, these findings constantly indicate that teacher adjustment is not significantly influenced by whether they were appointed through promotion or appointed through direct recruitment, regardless of their gender or whether they work in rural or urban areas.

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