CHAPTER - VI

ANALYSIS AND INTERPRETATION II

Chapter - 6

ANALYSIS OF THE DATA AND INTERPRETATION II

6.1 Introduction :

In the preceding chapter the data have been analysed to get frustration scores of all the teachers, means of frustration scores, t-values for the six patterns of reactions to frustration with respect to all the six dichotomized groups, tests of independence for different patterns, t-values of scores in all other categories taken as effect of one on the others. In this chapter the next portion i.e. adjustment has been taken into account. The investigator has analysed the data to get the answers of following questions —

What are the different areas of teacher's adjustment?

What is the mean adjustment score of the teachers?

What are the extents of adjustment of teachers?

Is there any difference in adjustment of different dichotomized groups of teachers?

What is the adjustment of high and low frustrated teachers with reference to six dichotomized groups of teachers?

Is there any correlation between frustration scores and adjustment scores of the teachers?

What is correlation between adjustment scores of all the pairs of six dichotomized groups of teachers?

Whether differences between means of scores of high and low adjusted teachers, on aggression, regression, fixation, resignation, rationalization and projection patterns, are significant.

What is the total frustration score of high and low adjusted teachers and side by side adjustment of high and low frustrated teachers?

6.2 Areas of Teacher's Adjustment :

Before launching for analysis of the data for adjustment it is necessary to make clear, the meaning taken for granted regarding adjustment. In present study the term adjustment has been restricted to professional adjustment of teachers and from very out set, while constructing the tool, this decision has been taken in mind. The statements taken for the adjustment inventory at the time of tool construction were covering so many areas of teacher's adjustment in their profession but after judgement of the statements in pilot study only 8 areas of teacher's adjustment were accepted on the basis of responses obtained at this stage. Therefore the areas of teacher's adjustment in their profession, taken in final study were eight in number. After analysing the data, collected in final study, following results were found, which show the adjustment of teachers in different areas of adjustment(in percentage.)

From the table No.6.1, it is clear that a good percentage of teachers is well adjusted to classroom activities and situations which is 66% of the total sample. This shows that so far as teaching activity is concerned, teachers are taking interest

Table No.6.1 : Adjustment of Teachers in Different Areas.

S.N.	Areas	Percentage	
1.	Class room	66%	
2.	Profession as a whole	54%	
3.	Closeness with students (outside the class)	59.5%	
4.	Colleagues	76%	N=400
5.	Principal	63%	
6.	Management	17%	
7.	Other Activities	56%	
8.	Salary	30%	

in it. Regarding relation with colleagues as well as with the principal of the college the percentage of teachers who are feeling well adjusted is 63 and 76 respectively. This is also a good indication of healthy adjustment with colleagues side by side showing healthy relation with principals. In the area of profession as a whole, 54 per cent teachers have shown their adjustment which is slightly more than fifty per cent of the sample. Thus nearly half of the teacher's population is not feeling happiness in their profession in relation to other professions. In other areas the adjustment is very less (in terms of percentage). Thirty per cent teachers have shown their adjustment in matters regarding salary and other economic conditions. Seventeen per cent of the teachers are adjusted with situations related to management which indicates that they do not like the present managerial systems. Only 60% of the teachers have shown their adjustment related to

the situations in which they come in contact with students out side the class room which shows that although some teachers are well adjusted in their class room activities but there are also some teachers who do not want to be in close contact with students. They want to maintain distance from the students. Regarding other activities only 56% teachers have shown their adjustment in them, which shows that so many teachers are not liking to take part in co-curricular and other activities of the college. They should be motivated to take part in such type of activities which are directly related to student's social development. By and large, these results are crucial in reference to adjustment of teachers, showing not a better trend in the professional adjustment of teachers and their reluctance to accept managerial system.

6.3 Frequency Distribution, Mean and S.D. of the Adjustment Scores of the Teachers :

The first step after administration of the tool was scoring. Scoring was done as stated before. From these scores a frequency distribution table was constructed (given in Appendix D) and from there, mean and standard deviation of the adjustment scores was computed which has been shown below in the table No.6.2. The adjustment inventory was consisted of 34 statements of yes and no type. Therefore, the maximum score which could be scored by teachers was 34 and minimum of zero, in the case if they had ticked for 'yes' answers against all the favourable and 'no' for all the unfavourable statements

and reverse of it. The mean of the adjustment scores of the teachers, obtained from frequency distribution table is 18.47 which shows that maximum teachers are well adjusted in their profession. The standard deviation of the distribution of adjustment scores is 4.16 and standard error of mean 0.21 which shows that the obtained mean is very near to population mean.

Table No.6.2 : Mean, S.D. and Standard Error of Mean of the Adjustment Scores.

N	M	S.D.	$S.E._M$
400	18.47	4.16	0.21

By applying the formula $M \pm 2.58\ \sigma_M$ (Garrett 66, p.190) for confidence intervals at .99 level it is found that 19.01 and 17.93 are limits for obtained mean which is 18.47. In other words there is .99 probability that the population mean of adjustment scores will lie in between 19.01 and 17.93 or there is only 1% probability that the population mean will lie beyond these limits. In this way it can be concluded that the sample mean obtained from the distribution of adjustment scores is representative of the population mean.

6.4 Graphical Representation of Adjustment Scores :

A cumulative percentage curve (Ogive) has been drawn to show the total adjustment of the teachers as drawn for frustration scores. It has been shown in the figure No.6.1.

Ogive drawn from the total Frustration Scores of the teachers

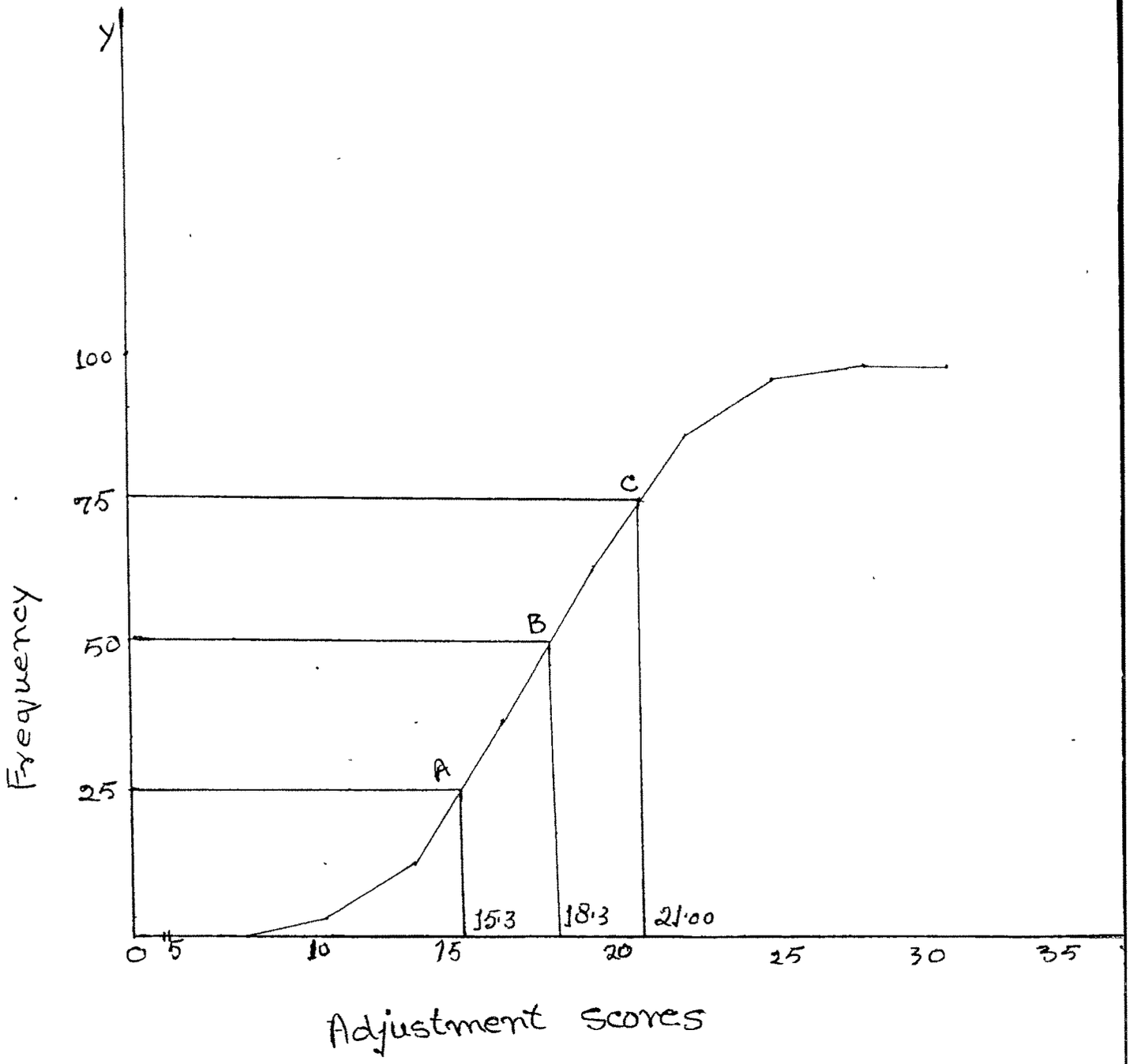

Figure N. 6.1

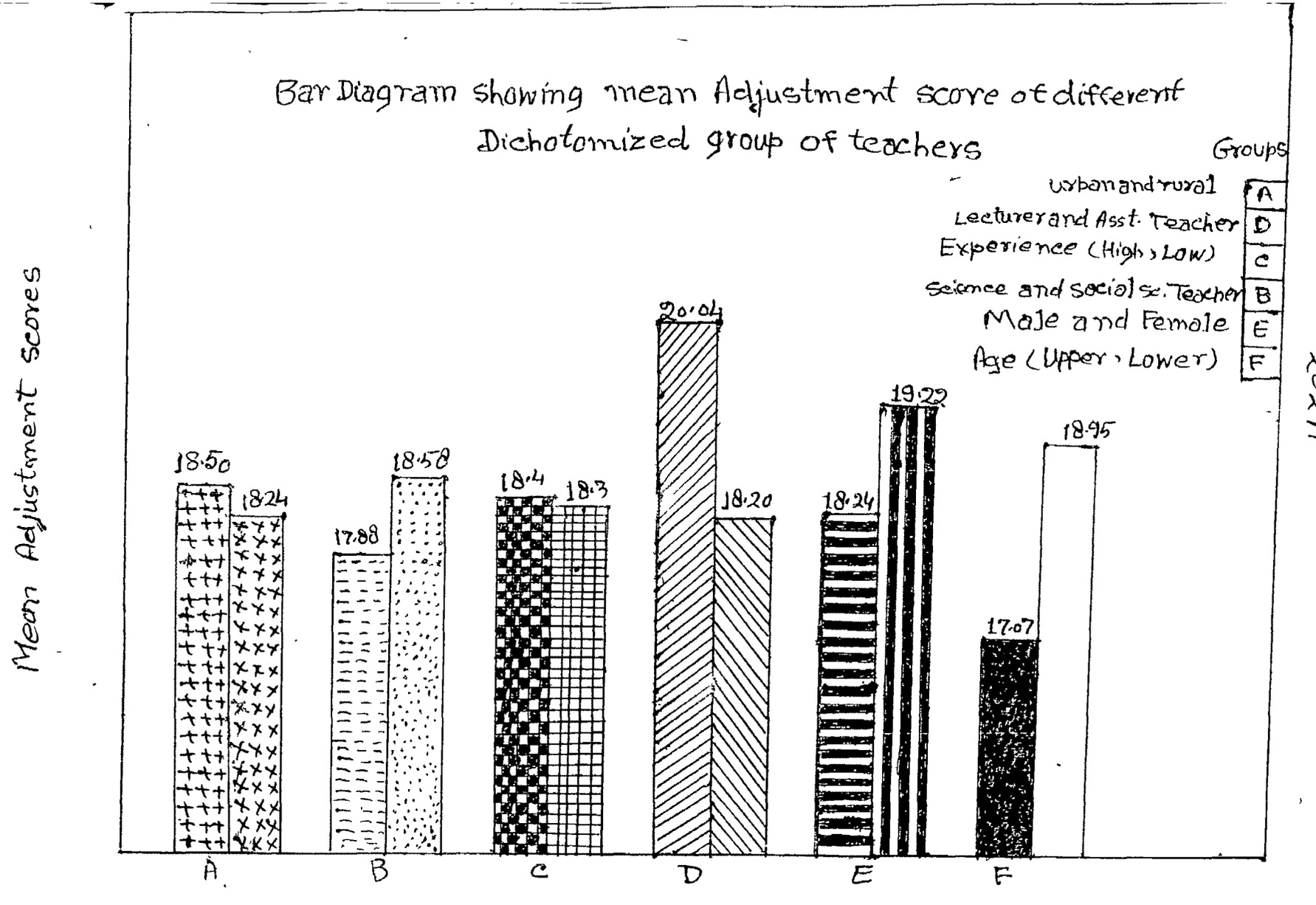
Bar Diagram showing mean Adjustment score of different Dichotomized group of teachers
Groups
Urban and rural A
Lecturer and Asst. Teacher D
Experience (High, Low) C
Science and social sc. Teacher B
Male and Female E
Age (Upper, Lower) F
Mean Adjustment scores
18.50
18.24
17.88
18.58
18.4
18.3
20.04
18.20
18.24
19.22
17.07
18.95
A
B
C
D
E
F

Figure N. 6.2

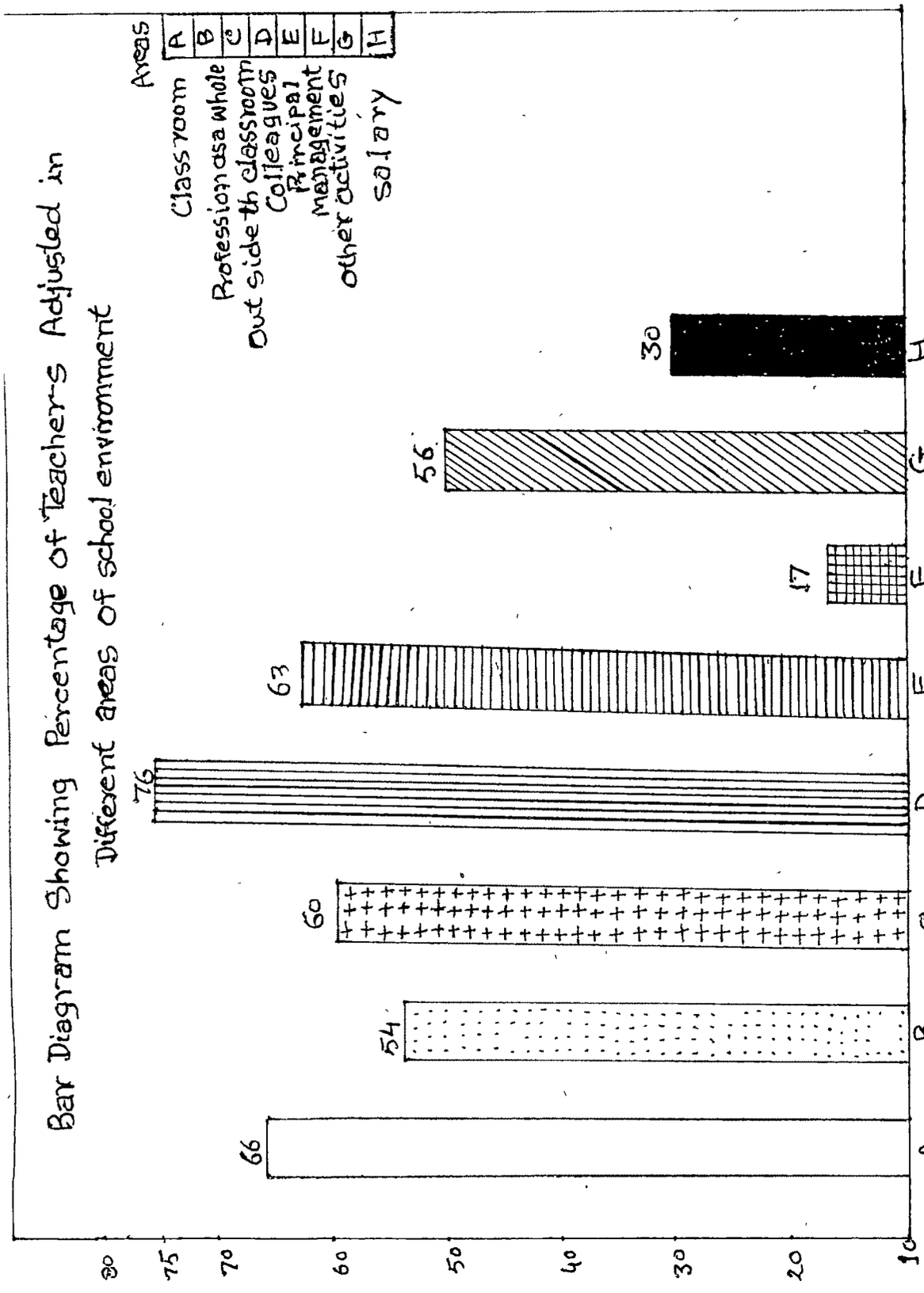
Bar Diagram Showing Percentage of Teachers Adjusted in Different areas of school environment
Areas
A Classroom
B Professionas a whole
C Outside th classroom
D Colleagues
E Principal
F Management
G other activities
H salary
66
54
60
76
63
17
56
30
A
B
C
D
E
F
G
H
80
75
70
60
50
40
30
20
10
Percentage of the teachers
Areas of Adjustment

Figure N. 6.3

From the graph, it is evident that first, second and third quartiles of the frequency distribution of adjustment scores are 15.37, 18.27 and 21.00 respectively. About 10% of the teachers have secured marks between the range of 0 to 10 and about 20% of the teachers have secured marks between 22 to 32. The remaining 70% of the teachers are in the range 10 to 22 which represents that scores of these teachers are changing very slowly with rapid increase of frequencies. In other words frequencies are accumulated for a short range of scores.

In figure No.6.2 a bar diagram has been constructed taking mean values of adjustment scores of all the six dichotomized groups of teachers i.e. teachers grouped according to age, sex, status, experience, residence and academic stream. From the diagram it can be concluded that differences between mean adjustment scores of upper and lower age groups of teachers, lecturers and assistant teachers, are 1.88 and 1.84 respectively which are appreciable. But differences between mean adjustment scores of male and female teachers, science teachers and social science teachers are nominal which are 0.98 and 0.70 respectively. Differences between means of adjustment scores of high and low experienced teachers, urban and rural teachers are too low which are 0.1 and 0.26 respectively.

In figure No.6.3 an attempt has been made to show the percentage of teachers, adjusted, in different areas of school environment, with the help of bar diagram. The areas of school environment taken are related to classroom activities, profession as a whole, closeness with students outside the class, colleagues,

principals, managements, monetory conditions and other activities.

From the diagram, it is clear that 76% teachers are adjusted with their colleagues which is the highest percentage. Sixty six per cent teachers are adjusted to the classroom situations, 63% to matters related to principal, 60% to the situations showing closeness with students outside the class, 56% to other activities, 54% profession as a whole, 30% with monetory conditions and 17% to the matters related to managements.

6.5 Extent of the Adjustment of the Teachers :

One of the objectives of the investigation was to study the extent of Adjustment of the secondary school teachers. To study the extent of adjustment it was decided to categorize it in three levels viz., well adjusted, average and less adjusted. For this purpose mean and standard deviation of the adjustment scores of the teacher's sample were calculated from the frequency distribution of the adjustment scores. Now for making the different levels of extent it was decided to make use of standard deviation of the distribution as the point of reference as was done in the case of extent of frustration. Number of teachers coming in the category of, one standard deviation above the mean were taken as well adjusted and those coming in the category, one standard deviation below the mean were taken as less adjusted. Teachers coming in the category of, in between the two points were taken as average. In this way three categories for extent of adjustment were made. This has been shown in the following table.

Table No.6.3 : Extent of Adjustment of the Teachers.

Extent of Adjustment	No.of Teachers	Percentage	
Well Adjusted	48	12%	
Average	274	68.5%	N = 400
Less adjusted	78	19.5%	

It is clear from the above table that 12% teachers are well adjusted and 19.5% are less adjusted. Remaining 68.5% of the teachers are in the category of average adjustment.

6.6 Significance of the Extent of Adjustment of the Teachers :

The extents of adjustment shown in the table No.6.3 were tested regarding their significance by hypothesising that the extent of adjustment was normally distributed in the sample of teachers and by applying the χ^2 test (Garrett 66, p. 257). This is shown in the following table.

Table No.6.4 : Significance of the Extent of Adjustment of the Teachers

Extents of Adjustment	Observed Number of teachers (fo)	Expected Number of teachers (fe)	$\frac{(fo-fe)^2}{fe}$	χ^2
Well Adjusted	48	64	4.00	7.08*
Average	274	272	0.02	
Less Adjusted	78	64	3.06	

* Significant at .05 level, df = 2

From the table it is clear that χ^2 value at 2 degrees of freedom is significant at .05 level. This result rejects the hypothesis of normal distribution of extent of adjustment in the sample of teachers. Thus it is proved that extents of adjustment of teachers are not normal in the sample. For normal adjustment, the number of teachers in the category of well adjusted, should be 64 while it is 48 which shows that in the sample well adjusted teachers are less than the normal situation. In the same way in the category of less adjusted, the number of teachers is 78 which is more than normal situation. This reveals that in the sample the number of less adjusted teachers is more than normal. Thus a large number of teachers are not adjusted in the profession.

6.7 Adjustment of Different Dichotomized Groups of Teachers :

The adjustment of the teachers was studied according to their dichotomized groups based on age, sex, status, teaching experience, residence and academic stream. The scores obtained by different groups were processed to give mean, standard deviation and t-values for respective groups. This was done to compare the adjustment of teachers in terms of significance of difference between means of two groups. This is shown in the following table.

From the table No.6.5, following conclusions can be drawn:

Table No.6.5 : Significance of Difference Between Means of Different Dichotomized Groups of Teachers, for adjustment.

S. N.	Variables	Dichotomized groups	N	Mean	S.D.	$S.E._{D.}$	t-value	Significance at .05 level
1.	Age	Upper age group	250	17.07	4.23	0.44	4.25	Sig.
		Lower age group	150	18.95	4.33			
2.	Sex	Male	350	19.22	4.56	0.48	2.04	Sig.
		Female	50	18.24	4.40			
3.	Status	Lecturers	130	20.04	4.68	0.49	5.8°	Sig.
		Assistant Teachers	270	18.20	4.24			
4.	Experience	Highly Experienced	200	18.40	4.66	0.44	0.23	Not Sig.
		Low Experienced	200	18.30	4.16			
5.	Residence	Rural	310	18.86	4.28	0.51	1.2°	Not Sig.
		Urban	90	18.24	4.40			
6.	Academic Stream	Science Teachers	110	17.83	4.40	0.48	1.46	Not Sig.
		Social Science Teachers	290	18.58	4.36			

1. Difference between means of adjustment scores of upper and lower age group of teachers is highly significant at .05 level which rejects the hypothesis of no difference in the adjustment of upper and lower age group of teachers and proves that there is significant effect of age on the adjustment of teachers. The teachers of upper age group are less adjusted than the teachers of lower age group. This may be due to the changing conditions of the schools in which they find new curriculum, different student-teachers relations, modern codes of conduct etc.

2. The difference between means of adjustment scores of male and female teachers is significant at .05 level which rejects the hypothesis of no sex difference in the adjustment of secondary school teachers and confirms that sex plays a vital role on the adjustment process. The male teachers are more adjusted in comparison to female teachers. There may be so many reasons of low adjustment of these female teachers. The schools of these areas are not providing proper facilities to the female teachers. They always feel problems if they are working far from their homes. Salary drawn by them is also not according to their requirements and needs. Household responsibilities might also be coming in the way.

3. The difference between means of adjustment scores of the lecturers and assistant teachers is significant at .05 level which rejects the hypothesis of no effect of status on the adjustment of teachers and proves that status is

also one of the factors which are responsible for adjustment of the teachers. The mean of the adjustment scores of lecturers is higher than that of assistant teachers. Therefore, it can be concluded that lecturers are more adjusted than assistant teachers. The lecturers are drawing better salary than assistant teachers, they are alloted less periods and are occupying higher status in the schools as well as in the society. These may be some of ~~of~~ the causes of low adjustment of the assistant teachers.

4. The difference between means of the scores on adjustment of high and low experienced teachers is not significant at .05 level which retains the hypothesis of no effect of experience on the adjustment of teachers. Thus it is concluded that teaching experience has no effect upon adjustment of teachers.

5. Differences between means of the adjustment scores of rural and urban teachers and science teachers and social science teachers are not significant at .05 level which accepts the hypothesis of no difference due to dwelling situation and academic stream on the adjustment of teachers. Thus it is concluded that these variables have no effect upon the adjustment of teachers. Although means of adjustment scores of rural teachers as well as that of social science teachers are higher than urban and science teachers. Therefore it can be said that rural teachers and social science teachers are more adjusted than urban teachers and science teachers respectively, while the differences are insignificant.

6.8 Adjustment of High and Low frustrated Teachers :

In previous chapter different measures related to frustration of teachers have been taken into account. Adjustment of secondary school teachers has also been studied, taking teachers into different dichotomized groups, in the beginning of the present chapter. The central part of the study i.e. adjustment of frustrated (high and low) teachers remained to be explored. In this section effort has been made to study the adjustment of different groups of teachers showing different types of reactions. For this purpose the scores on adjustment of the teachers (showing different reactions to frustration i.e. aggression, regression, fixation, resignation, rationalization and projection) were taken and worked out to get the respective t-values as shown in the following table.

Having a look on the table No.6.6 following conclusions can be drawn -

i) The difference between means of scores on adjustment of high and low aggressive teachers is significant at .05 level, which rejects the hypothesis of no effect of aggression on the adjustment of teachers and thus proves that aggression has significant effect upon the adjustment of teachers.

The mean of scores on adjustment of highly aggressive teachers is less than the mean of scores on adjustment of low aggressive teachers which shows that aggression has inverse relationship with adjustment i.e. those teachers who are more aggressive are less adjusted and vice versa.

Teacher 6.6 : Significance of Difference between means of Adjustment Scores of High and Low Frustrated Teachers.

S.N.	Reactions to frustration	Extent	Adjustment					
			N	Mean	S.D.	$S.E._{D.}$	t-value	Significance at .05 level
1.	Aggression	High	104	17.04	3.84	0.54	4.04	Sig.
		Low	98	19.32	3.86			
2.	Regression	High	106	19.07	4.32	0.48	0.35	Not Sig.
		Low	98	18.90	5.27			
3.	Fixation	High	100	18.46	4.44	0.60	0.06	Not Sig.
		Low	96	18.50	4.16			
4.	Resignation	High	106	16.88	4.28	0.41	5.56	Sig.
		Low	96	19.13	4.00			
5.	Rationalization	High	105	19.23	4.24	0.61	2.02	Sig.
		Low	95	18.00	4.48			
6.	Projection	High	104	19.31	4.77	0.64	0.48	Not Sig.
		Low	100	19.00	4.28			

Thus it is concluded that aggression is not a healthy reaction to frustration. It is difficult for aggressive teachers to adjust in the different situations.

ii) The difference between means of scores on adjustment of high and low resignating teachers is significant at .05 level which rejects the hypothesis of no effect of resignation on adjustment and confirms that resignation has significant effect upon adjustment of teachers. Again the mean of scores on adjustment of high resignating teachers is less than the mean of low resignating teachers, which shows that high resignating teachers are less adjusted and vice versa. Thus resignation is also not a healthy reaction for adjustment.

iii) The difference between means of scores on adjustment of high and low rationalizing teachers is significant at .05 level, which rejects the hypothesis of no effect of rationalization on the adjustment of teachers and confirms that rationalization has significant effect upon the adjustment of teachers. The mean adjustment scores of high rationalizing teachers is high than that of low rationalizing teachers which shows that those teachers who are more rationalizing in their behaviour are highly adjusted and vice versa i.e. rationalization and adjustment are directly related to one another. In this way it is concluded that rationalization is a healthy reaction to frustration. The teachers who are using this pattern can adjust themselves in different situations.

iv) The differences between means of scores on adjustment of high and low regressive, fixating and projecting teachers are not significant at .05 level thus accepting the hypothesis of no effect of regression, fixation and projection on the adjustment of teachers. In other words these patterns have no effect on the adjustment of teachers.

Although the difference between means of scores on adjustment of high and low projecting teachers is not significant but mean of the scores on adjustment of high projecting teachers is quite high than less projecting teachers which shows that projection has also a direct relationship with the adjustment but not significant. It is also concluded that projection is a healthy reaction to frustration. By projecting their ideas these teachers try to adjust in the different situations which they face.

6.9 Coefficient of Correlation between Frustration & Adjustment Scores :

It is logical to come in the mind, whether frustration and adjustment are correlated to each other or independent. Although in the theory it seems that both are related to each other. Persons who are more frustrated are less adjusted and vice versa. Investigator was also interested to establish some relationship between them on the basis of scores obtained on adjustment and frustration of the teachers. For this purpose, scores on frustration and adjustment were taken on the two axes of coordinates i.e. on x-axis and y-axis, and with the

help of scattergram, Correlation was computed between frustration and adjustment by product moment method (Garrett 66, p.138) which is shown below.

Table No.6.7 : Coefficient of Correlation between frustration & Adjustment Scores of Teachers.

Variables	N	Coefficient of correlation	Level of significance
Frustration & Adjustment	400	- 0.128	.05

Having a look on the above table, it is clear that coefficient of correlation between overall frustration and adjustment scores of teachers is -.128 which is significant at .05 level of significance. Thus the hypothesis of no correlation between frustration and adjustment is rejected and it is proved that both are negatively correlated to each other i.e. more frustrated teachers are less adjusted and less frustrated teachers are highly adjusted.

6.10 Coefficient of Correlation between Frustration and Adjustment Scores of different Dichotomized groups :

Coefficient of correlation, between frustration and adjustment scores of different groups of teachers dichotomized on the basis of age, sex, status, experience, residence and academic stream, were computed which are shown in the following table.

Table No.6.8 : Coefficient of Correlation between Frustration and Adjustment Scores of different Dichotomized groups

S.N.	Variables	Dichotomized groups	N	Coefficient of correlation	Significance at .05 level
1.	Age	Upper Age group	250	-.164	Sig.
		Lower Age group	150	-.074	Not Sig.
2.	Sex	Male	350	-.083	Not Sig.
		Female	50	-.290	Sig.
3.	Status	Lecturers	130	-.206	Sig.
		Assistant teachers	270	-.110	Not Sig.
4.	Experience	Highly experienced	200	-.140	Sig.
		Low experienced	200	-.157	Sig.
5.	Residence	Rural	310	-.123	Sig.
		Urban	90	-.210	Sig.
6.	Academic Stream	Science teachers	110	-.140	Not Sig.
		Social science teachers	290	-.159	Sig.

&

From the observation of above table following conclusions can be drawn -

i) Coefficient of correlation between frustration and adjustment scores, of upper age group of teachers is significant at .05 level but it is negative. This result rejects the hypothesis

of no correlation between frustration and adjustment of teachers of upper age group and proves that frustration of these teachers has negative correlation with their adjustment. In other words when frustration increases adjustment decreases and vice versa.

Similarly coefficients of correlation between frustration and adjustment of female teachers, lecturers, highly experienced teachers, low experienced teachers, rural teachers, urban teachers and social science teachers are negative and significant at .05 level. These results reject the hypothesis of no correlation between adjustment and frustration of these groups of teachers and prove that they have negative correlation i.e. with increase of frustration their adjustment decreases and vice versa.

ii) Coefficients of correlation between frustration and adjustment of low age group of teachers, male teachers, assistant teachers and science teachers are negative but not significant at .05 level of significance. This result accepts the hypothesis of no significant correlation between frustration and adjustment of these groups of teachers and confirms that frustration of these groups has no significant correlation with their adjustment ie. there is insignificant negative correlation between them.

6.11 Frustration of High and Low-Adjusted Teachers :

In this section effort has been made to see the effect of high and low adjustment of teachers on their frustration, taking frustration as a whole and then different patterns of it,

separately. For this purpose, two groups of teachers, one for highly adjusted and other for less adjusted, were formed from the distribution of adjustment scores, on the basis of quartile values. The teachers falling below the first quartile were taken as low adjusted and those falling above the third quartile as highly adjusted, assuming that remaining teachers might not be exerting any appreciable effect on frustration. After making two groups the scores of highly and low adjusted teachers on frustration were recorded and were worked out for mean, standard deviation and t-values as shown in the table given below.

Table No.6.9: Frustration of High and Low Adjusted Teachers.

Groups	N	Mean	S.D.	t-value
High adjusted	109	70.76	13.8	
				2.59*
Less adjusted	100	75.35	11.25	

* Significant at .05 level of significance.

Looking to the above table it can be inferred that the difference between means of the scores on frustration of high and low adjusted teachers is significant at .05 level of significance. Therefore, it can be said that highly adjusted teachers are less frustrated and less adjusted teachers are highly frustrated. In this way the hypothesis, that there is no effect of high and low adjustment on the frustration of teachers is rejected.

6.12 Frustration Scores on Different Patterns of High and Low Adjusted Teachers :

To study the differences between means of scores on different patterns of reactions to frustration of high and low adjusted teachers, scores on all the different patterns for high and low adjusted teachers were recorded and from there mean, standard deviation and t-values were calculated which are shown in table No.6.10.

Table No.6.10 : Differences between mean scores on different Patterns of High and Low Adjusted Teachers

A = Highly Adjusted
B = Less Adjusted

S.N.	Patterns to Reactions to Frustration	Group of Teachers	N	Mean	S.D.	t-value
1.	Aggression	A	109	4.52	3.52	4.12*
		B	100	7.90	6.76	
2.	Regression	A	109	8.05	5.68	0.52
		B	100	8.50	5.88	
3.	Fixation	A	109	18.76	7.85	0.24
		B	100	19.10	8.80	
4.	Resignation	A	109	4.99	3.64	5.48*
		B	100	8.94	5.64	
5.	Rationalization	A	109	24.35	10.10	2.33*
		B	100	20.85	9.95	
6.	Projection	A	109	10.59	6.55	0.23
		B	100	10.80	5.55	

* Significant at .05 level of significance.

From the observation of above table following conclusions can be drawn -

i) Differences between means of the scores on aggression, resignation and rationalization of high and low adjusted teachers are significant at .05 level. Thus the hypothesis of no effect of high and low adjustment on the aggression resignation and rationalization of teachers is rejected and it is confirmed that there is significant effect of high and low adjustment on these patterns of reactions to frustration.

ii) Mean scores on aggression and resignation of highly adjusted teachers are less than that of less adjusted teachers. Thus it is concluded that aggression and resignation are inversely related to adjustment ie. highly adjusted teachers are less aggressive and less resignative and less adjusted teachers are highly aggressive and resignative.

iii) Mean score on rationalization of highly adjusted teachers is high and that of less adjusted teachers is less ie. rationalization is directly related with adjustment. Thus highly adjusted teachers are highly rationalizing in their behaviour and vice versa.

iv) Differences between means of the scores on regression, fixation and projection of high and low adjusted teachers are not significant at .05 level. Thus the hypothesis, that regression, fixation and projection are not related with adjustment is retained and it is confirmed that there

is no effect of high and low adjustment on the regression, fixation and projection of teachers.

6.13 Findings at a Glance :

Main findings of the present chapter are summarized as below:

1) For the study of adjustment of the teachers eight areas were selected which were related to teaching profession. More than 50% teachers showed their adjustment in six areas of adjustment (classroom 66%, Profession as a whole 54%, closeness with students outside the class 60%, Colleagues 76%; Principal 63%; other activities 56%).

Only 30% teachers showed their adjustment towards problems related to salary and 17% teachers showed their adjustment towards matters related to management.

2) The mean of adjustment scores of the sample was 18.47 with standard deviation 4.16 which was representative of the population mean.

3) Differences between means of scores on adjustment of upper and lower age group of teachers, male and female teachers, lecturers and assistant teachers were significant at .05 level. In other words age, sex, and status had significant effect on the adjustment of teachers.

But there was no significant effect of experience, residence and academic stream of teachers towards their adjustment.

4) The difference between means of scores on adjustment of high and low aggressive teachers was highly significant at .05 level ie. highly aggressive teachers were less adjusted and vice versa. The differences between means of scores on adjustment of regressive, fixating and projecting teachers were not significant at .05 level. Differences between means of scores on adjustment of resignating and rationalizing teachers was significant at .05 level ie. teachers who were highly resignating and less rationalizing were less adjusted and vice versa. In other words rationalization was directly related to adjustment and resignation was inversely related to it.

5) Coefficients of correlation between frustration and adjustment scores of upper age group of teachers, female teachers, high experienced and low experienced teachers, rural teachers, urban teachers, lecturers and social science teachers were negative but significant at .05 level.

Coefficients of correlation between frustration and adjustment scores of low age group of teachers, male teachers, assistant teachers and science teachers were not significant at .05 level but they were negative.

6) The difference between means of the scores on frustration of high and low adjusted teachers was significant at .05 level showing inverse relationship of adjustment with frustration.

Differences between means of the scores on aggression and resignation of high and low adjusted teachers was

significant at .05 level showing inverse relationship of adjustment with aggression and resignation.

Difference between means of scores on rationalization of high and low adjusted teachers was significant at .05 level showing direct relationship of rationalization with adjustment.

Differences between means of scores on regression, fixation and projection of high and low adjusted teachers was not significant at .05 level of significance.