

PERSONAL ADJUSTMENTS OF TEACHERS AND STUDENTS IN THE
SAN JOSE CITY HIGH SCHOOL, 1981-1982

A Thesis
Presented to
the Faculty of the Graduate School
The Colleges of the Republic
San Jose City

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
(Major in Administration and Supervision)

by
SUSAN T. DE LEON
March 1983

THESIS ABSTRACT

There are teachers who prod, sometimes scold, center class thinking by the use of the blackboard, and raise their voices. On the one hand, there are teachers who are extremely quiet and subdued. They talk hardly above a whisper and let the class situation roll on at its will. He appears to be doing nothing. But he can get the pupils to function consciously. Still on the other hand, there are teachers who are loud and speak brilliantly and make one-man impressiveness. These teachers do their teaching through their own personal characteristics. The minor ways of handling classes was seen to be manifestations of the personality adjustment of the teachers.

These observations motivated the researcher to study the personal adjustment of teachers and students in a secondary school. She believes that adjustment of teachers required a high degree of maturity. These two concepts are thought to be inseparably linked. Even at the earlier level of development, for example, that of the secondary student, successful adjustments will vary with maturity level. "Maturity is the quality that will enable teachers and students to meet the physical, intellectual, economic and social demands of teaching in an adequate manner. Schneider points: "Human behavior can be arranged on a

continuum extending from the extreme of good adjustment to the other extreme of the most serious maladjustment."¹ This idea points that adjustments and maladjustments have common boundaries.

Rogers does not detail development stages but sees development as a continuous evolution of self fulfillment. He emphasizes early parent-child interaction as the foundation for a later self-concept. He does not detail adult personality types but talks generally about fully functioning versus maladjusted people. He said:

The fully functioning person is emotional, spontaneous, feels free and is open to changes and to new experiences. The maladjusted person is defensive, feels controlled, is afraid to be spontaneous but feels he or she must live according to a pre-conceived plan.²

In consonance with the above theory, the researcher believes that both teachers and students must satisfy their needs for positive self regard because one will behave only in ways consistent with one's self-concept.

Because the concept of adjustment among teachers and students is not easy to define due to the fact that it has several meanings, the researcher became interested

¹Alexander A. Schneiders, Personality Development and Adjustment in Adolescence. (Milwaukee: The Bruce Publishing Co., 1960), p. 45.

²Rogers cited in D.F. Pagano & P.G. Pagano, Psychology Cliffs, Course Outlines (Lincoln, Nebraska: Cliffs Notes, Inc., 1975), p. 151.

in determining the adjustment of school people. She tried to study adjustment using a certain criterion for evaluating it. The personality of teachers and students is a very important determinant for conditions of adjustments and responses that they make to conflicts and frustrations. Based on the above concept, the study among secondary school teachers and students entitled: "Personal Adjustments of Teachers and Students in the San Jose City High School, 1981-1982" was made.

The research attempted to determine the personality adjustments of teachers and students in a city high school.. Specifically, the study tried to answer the following problems:

1. What is the personal adjustment of teachers and students in the city high school?
2. How do the respondents react in terms of
 - a. relationship between them and their environment?
 - b. state of personal feelings,
 - c. getting along with others,
 - d. mental health and intellectual soundness,
 - e. conflicts in the area of sexual adjustment,
 - f. physical health

- g. fears, anxieties, worries
- h. aggression
- i. feelings of inadequacy and inferiority
- j. others

3. Is there a significant difference between the personal adjustment of teachers and students?

4. Is there a significant relation between a) the personal adjustment and emotional maturity of teachers and b) the personal adjustment and the mental ability of the secondary school students?

The findings of the study can constitute the starting point from which teachers and students can examine their personal adjustment, emotional maturity and mental ability. These findings can be a source for concepts, ideas and principles on adolescent personal adjustment and teachers emotional maturity.

The findings of the study will be of great value to teachers, parents and other adults entrusted with the guidance of students and children. They can relate their observation of present day students with that of the previous years for greater and better dialogue.

Adequate information derived from the findings on the personality of teachers will give insights to administrators and supervisors in their constructive and long range planning of the educational system. Findings about the

students will help improve the quality of instruction and a sensitive awareness of the pattern of personality and a sensitive awareness of the pattern of personality and mental ability of the students in the high school.

The instruments used in the study could be a model for teachers, and guidance counselors for examining the personal adjustments of teachers and students.

The research attempted to determine the personality adjustments of teachers and students in a city high school. The study tried to look into the personal adjustment of teachers and students, how they react in terms of their relationship with the environment, their state of personal feelings, their mental health and intellectual soundness, their conflicts in the area of sexual adjustment, physical health, fears, anxieties, worries, aggression and feelings of inadequacy and inferiority. The study also tried to examine the difference between the personal adjustment of teachers and students, the relationship between the personal adjustment and emotional maturity of teachers and the personal adjustment and mental ability of the students.

The research adopted the descriptive method of research utilizing the questionnaire as main technique of

collecting data. The sample involved 172 high school students and 22 high school teachers. The instruments used were the emotional maturity test, the Philippine Self Administering test of Mental Ability and the Adjustment Inventory.

The level of adjustment of teachers and students was classified as normal, not so normal or poor levels of adjustment. The number of students and teachers with poor and normal adjustments were counted. The frequency and proportion of students and teachers who responded: often true, sometimes, true, seldom true and practically never true to items in each criteria were determined. The difference between teachers and students in their personal adjustment was analyzed by a chi square test from a 2x2 fold contingency tables. The relationship between the personal adjustment and emotional maturity of teachers and the relationship between the personal adjustment and mental ability of students was also determined by a chi square analysis.

The following findings were drawn:

1. The Personal Adjustment of Teachers and Students
 - a. Sixty-four percent of the teachers and 70% of the students are not so normal are poorly adjusted.

b. Only 3% of the students were found to have a normal or quite acceptable adjustment.

2. Reactions of Teachers and Students that Indicate Their Personal Adjustments

Adjustments of students and teachers varying from normal to not normal in proportion of 50% and above are in such situations as summarized below:

a. It is often true to 68% of the teachers to be unable to withstand disgusting smells

b. Sixty-four percent of the teachers seldom can get used to new places quickly.

c. Running away from home as a child is practically never true to 50+ of the teachers

d. It is seldom true that 59% of the teachers feel somebody is trying to harm them.

e. It is often true that 77% of the teachers feel well and strong, of 82% that they make friends easily.

f. Sixty-one percent of the students admitted that they seldom feel well and strong.

g. Sixty-four percent of the teachers revealed that it is seldom true that they liked to play alone as a child; and 59% that they were shy with other children and 64% of the teachers and 52% of the students that they think people find more fault with them more than they deserve.

h. It is sometimes true to 55% of the teachers that they become frightened at the middle of the night; to 59% that they have nightmares and to 50% the feeling that people are watching them on the street.

i. It is seldom true to 50% of the teachers that they sleep well, to 64% of the teachers that they had bad pains for no apparent reason.

j. The feeling of being hypnotized against their will is practically never true to 55% of the teachers.

k. Sometimes true to 59% of the teachers is the wanderin of their mind so that they cannot keep track of what they are doing.

l. It is seldom true to 64% of the teachers that they experience fears of being crushed in a crowd, to 50% of the teachers of having useless thoughts coming into their minds.

m. Desire to commit suicide is practically never true to 86% of the teachers and 52% of the students.

n. It is practically never true to 55% of the teachers to have hurt themselves with masturbation.

o. All of the teachers did not have the habit of wetting their beds.

p. It is often true to 77% of the teachers that they feel well and strong.

q. It is sometimes true to 68% of the teachers that things seems to swim or get misty before their eyes.

r. It is seldom true to 50% of the teachers that they have fits of dizziness, to 77% of the teachers that they have queer and unpleasant feelings in the body to 73% of the teachers that they have fainting spells; and to 59% that they have good appetite.

s. It is seldom true to 61% of the students that they feel well and strong.

t. It is ofte true among 55% of the teachers to feel uneasy going into a tunnel or subway, and in a small room with the door closed and to worry too much about an unfinished job.

u. It is sometimes true that 55% of the teachers are frightened in the middle of the night, and of 59% to have nightmares and for their mind to wander so that they cannot keep track of what they are doing; of 55% to feel that they must do a thing several times to make sure it is right.

v. It is seldom true that 55% of the teachers are bothered by blushing; of 64% to have been considered as

bad boys or girls, of 50% to worry too much about little things of 50% to have useless thoughts coming into their minds; of 73% to be bothered by stuttering.

w. It is practically never true to 95% of the teachers to have desired to steal.

x. It is sometimes true to 53% of the students to be easily angry.

y. It is practically never true to 55% of the teachers to be afraid of responsibility and to bite their fingernails and of 50% to have the habit of twitching the face.

3. Difference Between the Teachers and Students in Their Personal Adjustments

a. The chi square value computed in the test for no significant difference between the teachers and students in their personal adjustments is .10, a value not significant at the .05 level. This finding shows no true difference between the teachers and students in their personal adjustment.

4. Significant Relation (a) Between Personality Maturity and Personality Adjustment of Teachers (b) Mental Ability and Personal Adjustment of Students

a. Of the teachers who were at norm in personal adjustment 62.5% were above average and 37.5% were below average in emotional maturity.

b. Of the teachers who were below the norm in personal adjustment 60% were above average and 40% were below average in emotional maturity.

c. The computed chi square value of .10 is not significant at the .05 level of significance indicating no significant relation between personal adjustment and personality maturity of the teachers.

d. All of the students found to be at norm in their personal adjustment were of average mental ability.

e. Of the students found to be below the norm in personal adjustment 3% have high mental ability while 97% are of average mental ability.

f. The chi square test gave a value of 0.12 which is not significant at the .05 level. This means that personal adjustment is not related to mental ability of the students.

Based on the above findings, the following conclusions were drawn:

1. Teachers and students are aware of their personal adjustments. This awareness can improve their appreciation of their potentials for their own development.

2. Teachers and students react to certain situations in their efforts for adjustments that has value for other people as well as satisfaction for the self.

3. Shared experiences of teachers and students in the elementary schools cause them to have no true difference in their personal adjustments.

4. Factors other than personality maturity may influence the personal adjustment of teachers.

5. There is no true evidence to substantiate the assumption that intelligence is significantly related to the personal adjustment of students.

THESES & DISSERTATIONS

THE COLLEGES OF THE REPUBLIC

PAGE

du
**PERSONAL ADJUSTMENTS OF TEACHERS AND STUDENTS IN THE
SAN JOSE CITY HIGH SCHOOL, 1981-1982**

21-0pc

LIBRARY

6381

A Thesis

Presented to

the Faculty of the Graduate School

The Colleges of the Republic

San Jose City

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

(Major in Administration and Supervision)

by

SUSAN DE LEON

March 1983

We, the members of the Thesis Review Committee,
have found the thesis of SUSAN DE LEON
entitled : PERSONAL ADJUSTMENTS OF TEACHERS AND
STUDENTS IN THE SAN JOSE CITY HIGH SCHOOL,
1981-1982
acceptable and hereby recommend it for oral examination.

Esther M. Tan
ESTER M. TAN, M.A.
Adviser

Coronacion Villaroman
CORONACION VILLAROMAN, M.A.

Benita Maquinto
BENITA MAQUINTO, M.A.

Approved by the Board of Oral Examiners:

Primitiva Ferrer
PRIMITIVA FERRER, M.A.
MEC Region III Representative

Benita Maquinto
BENITA MAQUINTO, M.A.
Member

Coronacion Villaroman
CORONACION VILLAROMAN, M.A.
Member

Accepted in partial fulfillment of the requirements
for the degree of Master of Arts.

Comprehensive Examinations Passed.

Lilia K. Agaton
LILIA K. AGATON
President
The Colleges of the Republic

Esther M. Tan
ESTER M. TAN, M.A.
OIC
Graduate School

ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to the following persons who have offered valuable suggestions during the preparation of this thesis:

Mrs. Ester M. Tan, the writer's adviser for her skillful and inspiring guidance and valuable assistance in preparing the manuscript;

Mrs. Coronacion Villaroman and Mrs. Benita Maquinto for their help and suggestions vital to the study;

The administration of San Jose City High School for permitting the researcher to use the high school students in gathering the needed information;

All her instructors and friends for the inspiration they unselfishly shared while this work was underway; and

Her family, for their encouragement and moral support that gave the researcher the "push" to attain this much-coveted degree.

S.L.

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	3
THE PROBLEM	3
Statement	3
Hypothesis	4
Scope and Limitation of the Study . .	5
Importance of the Study	6
Definition of Terms	7
2. SURVEY OF RELATED STUDIES AND LITERATURE	
Philippine Studies	8
Related Literature	20
Foreign Studies	21
3. METHOD AND PROCEDURES OF STUDY	
Method of Study	27
Sample	27
Sampling Procedure	27
The Instruments	27
The Personality Maturity Test . .	29
Personal Adjustment Inventory	29
The Philippine Self Administering Test of Mental Ability	30
Procedure of Analysis	31
4. PRESENTATION AND INTERPRETATION OF THE FINDINGS	34

COLLEGES OF THE REPUBLIC

PAGE

Chapter

Page

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY	74
CONCLUSIONS	80
RECOMMENDATIONS	81
BIBLIOGRAPHY	83
APPENDIX	85
CURRICULUM VITAE	88

LIST OF TABLES

Table	Page
1. Data on Sample	28
2. Proportion of Respondents who are in the Normal and Poor Level of Adjustment	35
3. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to their Environment	39
4. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Their Pleasant Personal Feelings	41
5. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Getting Along with Others	44
6. Proportion of Responses that Indicate Adjustment of Teachers and Students in Terms of Their Mental Health	48
7. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Sexual Adjustment .	53
8. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Their Physical Health	56
9. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Fears, Anxieties and Worries	58
10. Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Feelings of Aggressiveness	63

Table

Page

- | | | |
|-----|---|----|
| 11. | Proportion of Responses that Indicate Adjustment of Teachers and Students in Relation to Feelings of Inadequacy and Inferiority | 67 |
| 12. | Number of Teachers and Students who are Below Norm and at Norm in Personal Adjustment | 69 |
| 13. | Data on Emotional Maturity and Personal Adjustment of Teachers | 71 |
| 14. | Data Showing the Personal Adjustment of Students in Levels of Mental Ability | 73 |