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WORK ADJUSTMENT OF SECONDARY SCHOOL TEACHERS IN PAKISTAN

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ABSTRACT
The present study focused on examining the work adjustment of secondary school teachers in Punjab, Pakistan, specifically comparing social science and pure science teachers' views. The research aimed to identify the challenges faced by secondary school teachers in adapting to their work environments and provide potential solutions that could benefit both the government and institutes. The study aimed to determine the work adjustment needs of social science and pure science secondary school teachers. The study utilized a questionnaire to collect quantitative data on work adjustment from secondary school teachers in social and pure sciences. This study adopted a descriptive research design, as it aimed to describe and interpret the work adjustment of secondary school teachers in Pakistan. The population consisted of 38,881 public secondary school teachers (19,889 male and 18,992 female) from 7,491 public secondary schools in Punjab province. The researcher employed a multi-stage sampling technique, randomly selected three divisions namely Bahawalpur, Multan and Sahiwal of Punjab Province from each division two district were selected to ensure a representative sample. There were 2366 government secondary schools and 10118 secondary school teachers included in the population. Sample of the study was consisted of 48 secondary schools and 380 teachers. The researcher visited government boys and girls high schools in the selected districts and personally administered the questionnaire to gather data. The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 21. The results were presented in the teachers' responses regarding various aspects of work adjustment, achievement needs, comfort needs, altruism needs, safety needs and autonomy needs. In conclusion, social science and pure science secondary school teachers in Punjab, Pakistan, differ in their perceptions of achievement and safety needs in work adjustment. Social science teachers reported higher levels of achievement needs and safety needs compared to pure science teachers. However, there were no significant differences between the two groups in terms of comfort, altruism and autonomy needs in work adjustment.

Keywords: Work adjustment, achievement, comfort, altruism, safety and autonomy needs.

INTRODUCTION
The development of family life, society, and the economy are all intensified by human resources. The abilities, knowledge, and aspirations of its people are what contribute to the success of a nation. It is an investment in a person's life, mental health, living conditions, and employment opportunities. An investment in a person's life, including their living and working conditions as well as their mental health, is considered human capital. Understanding, training, and expertise are the building blocks of intellectual property. One of the many aspects that contribute to the development of human capital in a nation or region is the standard of the educational infrastructure that exists there.

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Despite the fact that education is necessary for the functioning of any society, it has received a great deal of criticism over the years, many of which have been valid and frequently severe (Argibay, Celorio, 2014; Weston & Bain, 2010). Despite the fact that education is essential to the functioning of any community, it has received considerable criticism over the years. A person's personal and societal intellectual capacity, as well as their morality, culture, and social standing, can all be improved through the process of education, which consists of the accumulation of knowledge with those ends in mind. Through the process of learning, a person's potential can be developed, their innate talents and qualities can be ingrained, and their culture can be handed on to succeeding generations (Khalid, 1998).

The education level of a nation's general population has a significant impact on that nation's capacity for development and achievement in the international economy. We agree with Eisner (2002) that the ultimate goal of education should be to cultivate a never-ending zest for learning and to provide students with the skills they require to build their own educational experiences so that they can continually reinvent themselves. In a society where knowledge and authority are inextricably intertwined, education is crucial for the development of one's cognitive foundations and the pursuit of one's goals. The development of one's abilities and the enhancement of their efficiency are both dependent on the availability of both quantity and quality information. Because education inspires and equips individuals to have an active role in their own growth, it has been demonstrated to be the most effective tool for combating poverty. Increases in literacy are connected with decreases in birthrates, deaths of mothers in childbirth, agricultural productivity, unemployment, and a lack of political involvement (Case, 2006; McGrath, 1999). These trends can be traced back to a lack of political engagement among the general population.

According to Jahnke et al. (2015), Nissim et al. (2016), Rampersad and Patel (2014), creativity is one of the most important capabilities in the toolkit of a learner in the 21st century and is essential to efficient learning in higher education and beyond. As a result, education is currently on the verge of entering a brand-new period, one in which the topic of how to keep up with shifting societal norms must be considered. To do the best work they can with the resources they have and to contribute to the overall growth of their pupils so that they are prepared for and able to handle life in the twenty-first century, teachers need to make choices about what to preserve and what to throw away.

Importance of Teachers in Teaching Profession

To be successful, any educational system needs competent teachers and an adequate amount of resources. Teaching aids are never going to be able to entirely replace an experienced teacher. Classroom teachers are, without a shadow of a doubt, the most important members of the educational community. As a result of this, educators are frequently cited as the component of the system that is of the utmost significance. According to Deen (2000), the obligations of a teacher extend much beyond those that are commonly discussed. If we want to ensure that students are successful and learn in an efficient manner, it is necessary that we hire qualified experts who have academic competence and a concern for the wellbeing of children and teenagers. Researchers Sarita and Tomer (2004) found that educators have a considerable influence on the society in which they work. The success of an educational institution is directly proportional to the quality of its teaching staff. If there are no educators present, it makes little difference how many students are enrolled in a certain class or how many books are on the shelves.

It is common knowledge that teachers have a significant influence on the academic performance of their pupils, and they also play an important part in the overall level of education attained. This is due to the fact that when teachers interact with their pupils, they are ultimately responsible for putting educational policies and concepts into practice (Afe, 2001). Both learning and teaching are dependent on having qualified teachers lead the way. According to Biesta (2012), it is essential for any educator to have the ability to both direct and control the educational process. The level of expertise possessed by a country's teaching workforce has a direct bearing on the average level of education attained by its people. Hattie (2013) says that feedback and the unexpected value of the relationship between teacher and student are two of the most important things that may affect learning in the classroom. There are many things that can affect how good a teacher is, such as how well they know their field, how well they can communicate,

how stable they are emotionally, how well they get along with others, and how much they love their job (Bangbade, 2004). People think that a successful society is built on a strong school system.

Work Adjustment of Teachers

Through the process of adjustment, one can bring their internal state into harmony with their external world. Every day, every person faces their own unique set of problems that must be faced. Numerous different words, such as consistency, reconciliation, unification, flexibility, conformance, and coordination, can all be used to represent the same meaning. According to C. V. Good's definition from 1959, adjustment is the process of determining and engaging in behavioural patterns that are successful in one's environment and adjusting one's behaviour accordingly. Teaching is identified as one of the most stressful jobs in a study that was conducted by Johnson et al. (2005). According to Brotheridge and Grandey (2002), the encounters that occur in the teaching profession are more frequent, more intense, and more frequent than those that occur in other professions.

The majority of educators all over the world are unhappy with the compensation and benefits package that they have been offered. When compared to those with comparable qualifications working in different industries and departments, they believe that their pay is inadequate. According to Mohanty (2000), millions of individuals around the world put in long hours of effort for a little wage in order to educate the future generation. The majority of these teachers are female. According to Ahmad et al. (2012), a teacher's performance on the job is affected by a number of factors, including their overall cognitive capacity, personality traits, interactions with students, organizational skills, subject fluency and relationships with coworkers, personal growth, and connections with adults and society in general.

Hota (2000) investigated an extremely considerable and favourable association between organisational health and adjustments made at home, in one's social life, emotionally, professionally, and in one's health. Sonia (2008) discovered that male rural teachers are better adjusted in contrast to male urban teachers, although female rural teachers and female teachers are similarly adjusted. She additionally discovered that male rural instructors are more adjusted than male urban teachers. Sunita (2008) came to the conclusion that the age of the teacher, gender of the instructor, and geographic location were all factors that connected with teacher adjustment. Kumari (2010) found that differences in degrees of adjustment in age, knowledge, and method create substantial variations among secondary school teachers. On the other hand, differences in sex, educational background, location, and kind of managerial experience do not make a significant difference.

Teachers who take on too much stress, burn out, and eventually leave the profession are backed by research (Skaalvik & Skaalvik, 2011a; Smithers & Robinson, 2008). Kaur and Shikha (2015) discovered that there is a gender gap in the way that secondary school teachers acclimatize to their positions. According to Ahmad and Khan (2016), there is not much variation discovered in the adjustment of secondary school teachers with respect to their academic qualification, knowledge and locality. This was found in their research. According to several studies (Hargreaves, 2003; Johnson & Birkeland, 2003; Lindqvist & Nordänger, 2006), teachers have a busy schedule and a growing amount of work. The simultaneous occurrence of job stress and busy working hours with limited time for rehabilitation and rest is referred to as "time pressure" by Skaalvik and Skaalvik (2011a).

Job Satisfaction and Job Performance of Teachers

After extensive investigation into teachers' work adjustment, we uncovered its two unique parts: job satisfaction and job performance. When people enjoy their profession, they tend to put in more hours, take on more responsibility, and experience overall improvements in their physical and mental health. According to research conducted by Coomber and Barriball (2007), this is the primary reason why the majority of workers acquires new skills and is content in their careers. Dinham and Scott (1998) divided the variables that contribute to work contentment and discontent into three categories: (a) the internal advantages of teaching; (b) things that are external to the school; and (c) factors that are institution-based. The satisfactions of being a teacher come from the act of teaching itself, which includes interacting with pupils and witnessing their development. Working with students and putting in the work necessary to teach are two attributes that many teachers value (Guarino et al., 2006; Scott et al., 2001; Smithers & Robinson, 2008).

Schools worldwide worry about teachers quitting. Educational institutions with substantial teacher turnover may struggle to provide a high-quality education to all learners. Retaining teachers has drawn worldwide attention from scholars in opposing educational problems related to teacher lack (Elchardus et al., 2009; Guarino et al., 2006; Hancock & Scherff, 2010; Müller et al., 2009; Rinke, 2008). Those who are in charge of managing the field of education ought to have an understanding of the elements that contribute to the maintenance of qualified teachers in the institutions that engage them in order to retain instructors working in their current positions.

Job performance has been examined for a long time in the fields of human resource management and organizational psychology. According to Jamal (2007), job performance is defined as the utilisation of available resources in the workplace to successfully execute tasks. Goyal and Arora (2012) found that there is a direct connection between an inability to manage one's workload and a lack of energy for meeting one's responsibilities and personal expectations, as well as a problem striking the appropriate balance between one's level of effort and the amount of reward received for that effort. Because of this imbalance, you will experience fatigue, decreased performance, and a decline in the quality of your life. According to Blanchard and Witts (2009), people lose interest in their professions with each victory that goes unrecognised by their employers. Furthermore, this trend becomes more pronounced when companies do not actively identify and promote good performance. Motivating people to succeed in their work by providing them with feedback in a constructive manner is important. According to the findings of a study carried out by Hayati and Caniago (2012), which investigated the connection between job happiness and performance on the job, it was observed that workers who are happy in their occupations are more productive inside the organisation.

At the secondary school level, teachers play an important and necessary role in the education of their students. If a secondary school teacher is successful in imparting a solid foundation in the pupils' chosen fields of study, then it is reasonable to assume that those students will one day be able to contribute to the development of advanced societies. As a consequence of this, it is not an exaggeration to assert that the most important role in the entire educational system is played by teachers at secondary schools. According to Suleman et al. (2011), the efficacy of the teaching performance of teachers in secondary schools is a critical factor in determining the students' potential for success in the future.

Aims of the Study

The study aimed to determine the work adjustment needs of social science and pure science secondary school teachers.

RESEARCH METHODOLOGY

This study was related to work adjustment of secondary school teachers in Pakistan. The study was descriptive in nature. In order to collect quantitative data, descriptive method of the research was considered most appropriate to conduct this study. According to Cohen et al. (2004), the objective of descriptive research is to "describe and interpret what it is". A questionnaire was developed after a review of the literature and communication with the supervisor. For collecting quantitative data from the sample population, researcher himself visited the govt. boys and girls high schools situated in the six districts of three division of the Punjab province. Researcher met the secondary school teachers and got information through questionnaire. The study was conducted by using questionnaire for obtaining quantitative data regarding work adjustment from the secondary school teachers of social and pure sciences. The population of study was consisted of 7491 (3899 boys and 3592 girls) public secondary schools in Punjab province. 38881 (19889 male and 18992 female) public secondary schools social science and pure science teachers at secondary level in both boys and girls schools in Punjab province (https://sis.punjab.gov.pk/dashboard). The researcher employed a multi-stage sampling technique, randomly selected three divisions namely Bahawalpur, Multan and Sahiwal of Punjab Province from each division two district were selected to ensure a representative sample. There were 2366 government secondary schools and 10118 secondary school teachers included in the population. Sample of the study was consisted of 48 secondary schools and 380 teachers were randomly selected.

RESULTS

Data obtained through questionnaires was analyzed through Statistical Package for Social Sciences (SPSS). For quantitative data analyses, Statistical Package for the Social Sciences version 21 (SPSS 21) was used.

Table 1. Teachers' response about "Achievements Needs"

Item No.		Pure Science					Social Sciences				
		SDA	DA	UD	A	SA	SDA	DA	UD	A	SA
1. My job gives me freedom to accomplish my work.	*f*	10	16	9	151	56	2	13	3	96	24
	%	2.6	4.2	2.4	39.7	14.7	0.5	3.4	0.8	25.3	6.3
2. I can use my teaching methods independently.	*f*	4	21	15	154	48	3	7	3	74	51
	%	1.1	5.5	3.9	40.5	12.6	0.8	1.8	0.8	19.5	13.4
3. I receive pay according to my qualifications and experience.	*f*	33	70	22	89	28	11	28	4	54	41
	%	8.7	18.4	5.8	23.4	7.4	2.9	7.4	1.1	14.2	10.8
4. Departmental training helps me to achieve my teaching objectives.	*f*	7	32	12	139	52	2	10	4	70	52
	%	1.8	8.4	3.2	36.6	13.7	0.5	2.6	1.1	18.4	13.7
5. Subject content assists me in attaining my goals.	*f*	6	21	18	149	48	1	7	6	104	20
	%	1.6	5.5	4.7	39.2	12.6	0.3	1.8	1.6	27.4	5.3

Table 1 showed that teachers response about "Achievements Needs". Data showed that 54.4% of purse science teachers and 31.6% social teachers are agreed with the statement that their job gives them freedom to accomplish their work. Data depicted that 53.1% of pure science teachers and 32.9% social science teachers can use their teaching methods independently. It is clear data showed that 30.8 percent pure science teachers and 25 percent social science teachers receive pay according to their qualifications and experience. Data revealed that 50.3% pure science teachers and 32.1% social science teachers are agreed that departmental training helps them to achieve their teaching objectives and 51.8% pure science 32.7% social science teachers are satisfied with the statement that subject content assists them in attaining their goals.

Table 2. Teachers' response about "Comfort Needs"

Item No.		Pur Science					Social Sciences				
		SDA	DA	UD	A	SA	SDA	DA	UD	A	SA
1. My work makes me busy all the time.	*f*	8	40	18	125	51	7	18	7	75	31
	%	2.1	10.5	4.7	32.9	13.4	1.8	4.7	1.8	19.7	8.2
2. I feel discomfort during my duty.	*f*	46	129	17	41	9	45	61	7	19	6
	%	12.1	33.9	4.5	10.8	2.4	11.8	16.1	1.8	5.0	1.6
3. I am satisfied regarding my subject's facilities.	*f*	10	56	22	127	27	10	24	11	81	12
	%	2.6	14.7	5.8	33.4	7.1	2.6	6.3	2.9	21.3	3.2
4. My job's workload is a source of stress for me.	*f*	18	118	30	65	11	33	53	5	38	9
	%	4.7	31.1	7.9	17.1	2.9	8.7	13.9	1.3	10.0	2.4
5. I feel myself a mismatch between my qualifications and departmental needs.	*f*	35	101	33	49	24	38	55	4	27	14
	%	9.2	26.6	8.7	12.9	6.3	10.0	14.5	1.1	7.1	3.7

Table 2 showed that teachers response about "Comfort needs". Data showed that 46.3% of purse science teachers and 27.9% social teachers are agreed with the statement that their work makes them busy all time. Data depicted that 38.4% of pure science teachers are agreed and 27.9% social science teachers can not feel discomfort during their duty. Almost 40.5 percent pure science teachers and 24.5% social science teachers were satisfied regarding their subjects facilities. Data revealed that 35.8% pure science teachers do not agreed and 22.6% social science teachers do not satisfied with their job workload was a source of stress for them. Almost 35.8% pure science teachers are disagreed and 24.5% social science teachers are not satisfied with the statement that they feel themselves a mismatch between their qualifications and departmental needs.

Table 3. Teachers' response about "Altruism Needs"

Item No.		Pur Science					Social Sciences				
		SDA	DA	UD	A	SA	SDA	DA	UD	A	SA
1. I find delight in collaborating with my colleagues.	*f*	2	8	16	157	58	2	4	7	102	23
	%	0.5	2.1	4.2	41.4	15.3	0.5	1.1	1.8	26.9	6.1
2. My moral values are developed through teaching.	*f*	2	8	6	139	87	0	6	1	76	55
	%	0.5	2.1	1.6	36.6	22.9	0.0	1.6	0.3	20.0	14.5
3. My job is the best way to enhance my socialization.	*f*	4	10	7	149	72	0	6	3	71	58
	%	1.1	2.6	1.8	39.2	18.9	0.0	1.6	0.8	18.7	15.3
4. My work is appreciated by my seniors.	*f*	8	12	11	140	71	3	13	6	78	38
	%	2.1	3.2	2.9	36.8	18.7	0.8	3.4	1.6	20.5	10.0
5. I have the freedom to develop socialization among my students.	*f*	0	18	9	158	56	3	9	2	86	38
	%	0.0	4.7	2.4	41.7	14.8	0.8	2.4	0.5	22.7	10.0

Table 3 showed that teachers response about "Altruism Needs". Data showed that 56.7% of purse science teachers and 33% social teachers are agreed with the statement that they find delight in collaborating with their colleagues. Data depicted that 59.5% of pure science teachers and 34.5% social science teachers agreed that their moral values were developed through teaching. According to data showed that 58.1% pure science teachers and 34% social science teachers satisfied response about the statement that their job was the best way to enhance their socialization. Data revealed that 55.5% pure science teachers and 30.5% social science teachers are agreed that their work was appreciated by their seniors and 56.5% pure science 32.7% social science teachers are satisfied with the statement that they have the freedom to develop socialization among their students.

Table 4. Teachers' response about "Safety Needs"

Item No.		Pur Science					Social Sciences				
		SDA	DA	UD	A	SA	SDA	DA	UD	A	SA
1. I am satisfied with the recruitment criteria for my subject.	*f*	12	37	18	125	50	7	15	12	84	20
	%	3.2	9.7	4.7	32.9	13.2	1.8	3.9	3.2	22.1	5.3
2. The departmental promotion criteria for my subject is not fair.	*f*	18	51	32	84	57	7	25	12	66	28
	%	4.7	13.4	8.4	22.1	15.0	1.8	6.6	3.2	17.4	7.4
3. I know how to meet new teaching challenges through my job.	*f*	6	13	20	156	47	3	5	3	89	38
	%	1.6	3.4	5.3	41.1	12.4	0.8	1.3	0.8	23.4	10.0
4. I can educate my family with my present job income.	*f*	24	54	19	108	37	11	22	6	81	18
	%	6.3	14.2	5.0	28.4	9.7	2.9	5.8	1.6	21.3	4.7
5. I receive new departmental instructions timely.	*f*	15	37	24	138	28	5	15	8	86	24
	%	3.9	9.7	6.3	36.3	7.4	1.3	3.9	2.1	22.6	6.3

Table 4 showed that teachers response about "Safety needs". Data showed that 46.1% of purse science teachers and 27.4% social teachers were satisfied with the recruitment criteria for their subject. Data depicted that 37.1% of pure science teachers and 24.8% social science teachers are agreed that the departmental promotion criteria for their subject was not fair. Almost 53.5% pure science teachers and 33.4% social science teachers were satisfied that they know how to meet new teaching challenges through their job. Data revealed that 38.1% pure science teachers and 26% social science teachers are satisfied with the statement that they can educate their family with their present job income. Almost 43.7% pure science teachers and 28.9% social science teachers are satisfied with the statement that they receive new departmental instruction timely.

Table 5. Teachers' response about "Autonomy Needs"

Item No.		Pur Science					Social Sciences				
		SDA	DA	UD	A	SA	SDA	DA	UD	A	SA
1. I have the freedom to accomplish my job	*f*	8	34	23	127	50	3	14	11	85	25
	%	2.1	8.9	6.1	33.4	13.2	0.8	3.7	2.9	22.4	6.6

responsibilities.											
2. I believe that an independent	*f*	1	13	15	139	74	2	6	2	83	45
worker is a productive worker.	%	0.3	3.4	3.9	36.6	19.5	0.5	1.6	0.5	21.8	11.8
3. I have the freedom to use my	*f*	11	15	19	133	64	5	7	3	77	46
skills independently.	%	2.9	3.9	5.0	35.0	16.8	1.3	1.8	0.8	20.3	12.1

Table 5 showed that teachers response about "autonomy needs". Data showed that 46.6% of purse science teachers and 29% social teachers were satisfied with the statement that they have the freedom to accomplish their job responsibilities. Data depicted that 56.1% of pure science teachers and 33.6% social science teachers are agreed that they believe that an independent worker was a productive workers. Almost 51.8% pure science teachers and 32.4% social science teachers were satisfied that they have the freedom to use their skills independently.

Table 6. Difference between social science and pure science secondary teachers about work adjustment

Factors	Field	N	M	SD	SER	t-value	Sig.
Achievements	Pure Science	242	18.58	3.214	.207	-3.831	.000
Needs	Social Science	138	19.86	3.011	.256		
Comfort Needs	Pure Science	242	14.89	3.228	.208	1.622	.106
	Social Science	138	14.33	3.289	.280		
Altruism Needs	Pure Science	240	20.56	2.499	.161	-.410	.682
	Social Science	138	20.67	2.625	.223		
Safety Need	Pure Science	242	17.92	2.752	.177	-2.694	.007
	Social Science	138	18.72	2.869	.244		
Autonomy	Pure Science	242	11.78	2.042	.131	-1.556	.121
Needs	Social Science	138	12.12	1.975	.168		

Table 6 showed that the differences between social science and pure science secondary teachers regarding work adjustment. The mean score for social science teachers (M = 19.86) is higher than that of pure science teachers (M = 18.58). The t-value (-3.831) indicates a statistically significant difference between the two groups ($p < .001$). This suggests that social science teachers perceive a higher level of achievement needs in their work adjustment compared to pure science teachers. There is no statistically significant difference in comfort needs between social science teachers (M = 14.33) and pure science teachers (M = 14.89). The t-value (1.622) is not significant ($p = .106$), indicating that the two groups do not differ significantly in terms of their perception of comfort needs in work adjustment. There is no statistically significant difference in altruism needs between social science teachers (M = 20.67) and pure science teachers (M = 20.56). The t-value (-0.410) is not significant ($p = .682$), suggesting that both groups have a similar perception of altruism needs in their work adjustment. The mean score for social science teachers (M = 18.72) is higher than that of pure science teachers (M = 17.92). The t-value (-2.694) indicates a statistically significant difference between the two groups ($p = .007$). This suggests that social science teachers perceive a higher level of safety needs in their work adjustment compared to pure science teachers. There is no statistically significant difference in autonomy needs between social science teachers (M = 12.12) and pure science teachers (M = 11.78). The t-value (-1.556) is not significant ($p = .121$), indicating that the two groups do not differ significantly in terms of their perception of autonomy needs in work adjustment. Social science and pure science secondary teachers appear to differ in their perception of achievement and safety needs in work adjustment, with social science teachers reporting higher levels of these needs. However, there are no significant differences between the two groups in terms of comfort, altruism and autonomy needs in work adjustment.

DISCUSSION

To find out the work adjustment needs of social science and pure science secondary school teachers in Pakistan. Research on the work adjustment needs of social science and pure science secondary school teachers in Pakistan is limited. However, based on existing literature and discussions, some common areas of work adjustment needs can be identified. Social science and pure science subjects often require

different teaching resources and materials. Social science teachers may require access to up-to-date textbooks, reference materials and multimedia resources related to subjects such as history, geography and civics. On the other hand, pure science teachers may need laboratory facilities, equipment and materials for conducting experiments and practical demonstrations in subjects like physics, chemistry and biology (Siddiqui, 2018). Both social science and pure science teachers can benefit from professional development opportunities to enhance their subject knowledge and teaching skills. Social science teachers may require training on innovative teaching methodologies, critical thinking strategies, and incorporating technology into their lessons. Pure science teachers, on the other hand, may need specialized training in laboratory management, safety procedures, and advanced scientific concepts (Khalid & Daud, 2019).

The curriculum for social science and pure science subjects may need to be adapted to suit the specific needs and interests of students in Pakistan. Social science teachers may require support in designing activities and projects that promote critical thinking, civic engagement, and awareness of social issues. Pure science teachers might need assistance in aligning the curriculum with the latest scientific advancements and making it more inquiry-based (Aziz, 2017). Both social science and pure science teachers need strategies to engage students effectively. Social science teachers can benefit from techniques that encourage class discussions, debates, and interactive learning activities to foster critical thinking and analytical skills. Pure science teachers may require guidance on creating hands-on experiments, group projects, and inquiry-based learning experiences to promote students' scientific curiosity and problem-solving abilities (Riaz & Awais, 2019). Developing appropriate assessment methods for social science and pure science subjects is crucial. Social science teachers may need guidance on designing assessments that evaluate students' comprehension, analysis, and application of concepts in subjects like history, geography, and social studies. Pure science teachers might require support in developing assessment tools that assess both theoretical knowledge and practical skills, such as conducting experiments and interpreting data (Naeem, 2016). These work adjustment needs are based on general observations and discussions, as there is limited research specifically addressing the needs of social science and pure science secondary school teachers in Pakistan. Further research is required to explore these needs in depth and develop targeted interventions to address them effectively.

To compare the difference between social science and pure science secondary teachers about work adjustment. When comparing the work adjustment of social science and pure science secondary school teachers, several differences can be observed. However, it is important to note that the following discussion is based on general observations and there may be variations among individual teachers. Social science teachers often employ interactive teaching methods that involve class discussions, debates, and analysis of real-world issues. They focus on developing critical thinking skills, promoting civic awareness, and fostering an understanding of social phenomena (Leshem, 2018). On the other hand, pure science teachers emphasize experimental and inquiry-based learning, using laboratory demonstrations and hands-on activities to teach scientific concepts and principles (Hofstein & Lunetta, 2004).

Social science teachers typically rely on textbooks, reference materials, maps, and multimedia resources to support their teaching (Tan, 2017). They often use visual aids and historical documents to facilitate learning. In contrast, pure science teachers require access to laboratory facilities, equipment, and materials for conducting experiments and demonstrations (Lawshe, 2015). They also rely on scientific journals, research papers, and digital simulations to stay updated with the latest advancements in their fields. Social science teachers generally have a broader knowledge base, covering subjects such as history, geography, civics, and economics. They are expected to possess a comprehensive understanding of multiple social science disciplines (Kissoon, 2017). Pure science teachers, however, have a deeper specialization in specific scientific domains like physics, chemistry or biology. They focus on understanding and teaching intricate scientific concepts within their respective fields (Lederman et al., 2014). Assessment practices may differ for social science and pure science subjects. Social science teachers often use a variety of assessment techniques, including essays, projects, presentations, and class participation, to evaluate students' understanding of concepts, critical thinking skills, and ability to analyze and interpret information (Graham & Weiner, 1996). Pure science teachers, in addition to

traditional assessments like tests and quizzes, frequently assess students' practical skills through laboratory work, experiments, and data analysis (Zoller, 1993).

Professional development needs may also differ for social science and pure science teachers. Social science teachers may seek training in pedagogy, curriculum design, and instructional strategies that promote critical thinking and active learning (Leshem, 2018). They may also engage in professional development activities related to social issues, cultural understanding, and historical research. Pure science teachers, on the other hand, often pursue professional development opportunities that enhance their subject knowledge, laboratory management skills, and familiarity with emerging scientific research (Hofstein & Lunetta, 2004). It is important to recognize that these differences are not absolute and can vary depending on the context, individual teachers, and specific school requirements. Additionally, there can be overlapping areas of work adjustment needs between social science and pure science teachers.

CONCLUSION AND RECOMMENDATIONS

Based on the provided data and statistical analysis, the following conclusions can be drawn regarding the differences between social science and pure science secondary teachers regarding work adjustment. Social science teachers perceive a higher level of achievement needs compared to pure science teachers. This indicates that social science teachers are more likely to agree that their job provides them with the freedom to accomplish their work, they can use their teaching methods independently, departmental training helps them achieve their teaching objectives, and subject content assists them in attaining their goals. There is no significant difference between social science and pure science teachers in terms of their perception of comfort needs in work adjustment. Both groups report similar levels of agreement regarding feeling busy all the time, not feeling discomfort during their duty, satisfaction with subject facilities, and job workload as a source of stress. Social science and pure science teachers have similar perceptions of altruism needs in work adjustment. Both groups report similar levels of agreement regarding finding delight in collaborating with colleagues, developing moral values through teaching, considering their job as the best way to enhance socialization and feeling appreciated by their seniors. Social science teachers perceive a higher level of safety needs compared to pure science teachers. This indicates that social science teachers are more likely to report satisfaction with the recruitment criteria for their subject, dissatisfaction with departmental promotion criteria, feeling equipped to meet new teaching challenges, and being able to educate their family with their job income.

There is no significant difference between social science and pure science teachers in terms of their perception of autonomy needs in work adjustment. Both groups report similar levels of agreement regarding having the freedom to accomplish job responsibilities, considering independent workers as productive, and having the freedom to use their skills independently. Social science and pure science secondary teachers differ in their perception of achievement and safety needs in work adjustment, with social science teachers reporting higher levels of these needs. Based on the findings and differences observed between social science and pure science secondary teachers regarding work adjustment, the following recommendations can be made:

- Provide targeted professional development opportunities for both social science and pure science teachers. For social science teachers, focus on innovative teaching methodologies, critical thinking strategies, and incorporating technology into lessons. For pure science teachers, offer specialized training in laboratory management, safety procedures, and advanced scientific concepts. This will help enhance their subject knowledge and teaching skills.
- Social science teachers have access to up-to-date textbooks, reference materials, maps and multimedia resources relevant to their subjects. For pure science teachers, prioritize providing well-equipped laboratory facilities, appropriate equipment, and materials for conducting experiments. Sufficient availability of teaching resources will support effective teaching and learning.
- Regularly review and adapt the curriculum for both social science and pure science subjects to make it more engaging and relevant to students' interests and needs. Encourage social science teachers to design activities and projects that promote critical thinking, civic engagement, and

awareness of social issues. Support pure science teachers in aligning the curriculum with the latest scientific advancements and fostering inquiry-based learning.

- Provide guidance and support to social science teachers in designing assessments that evaluate higher-order thinking skills, analysis, and application of concepts. For pure science teachers, assist in developing assessment tools that assess both theoretical knowledge and practical skills. Encourage the use of varied assessment methods, such as projects, presentations, and hands-on experiments, to assess students' understanding and abilities.
- Promote collaboration among teachers within and across disciplines. Create opportunities for social science and pure science teachers to share their experiences, resources, and teaching strategies. Encourage mentoring programs where experienced teachers can support their colleagues in areas of need. This will foster a supportive and collaborative work environment.
- Address concerns related to promotion criteria and recruitment procedures. Ensure transparency and fairness in the promotion process for both social science and pure science teachers. Regularly review and update recruitment criteria to attract qualified candidates in both subject areas.
- Monitor and manage the workload of teachers to prevent excessive stress and burnout. Provide support and resources to help teachers effectively manage their responsibilities. Implement strategies to balance workload distribution and ensure that teachers have adequate time for planning, preparation, and professional development activities.
- Recognize and appreciate the efforts of social science and pure science teachers. Acknowledge their contributions to education and provide opportunities for professional growth and advancement. Celebrate their successes and create platforms for sharing best practices.

These recommendations aim to address the specific work adjustment needs of social science and pure science secondary teachers in Pakistan and create a conducive and fulfilling work environment for both groups.

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