

A Study on Adjustmental Problems and Job Satisfaction of Women School Teachers at Tiruchirappalli

V. Daisy Rani, Dr. G. Mettilda Buvanewari

(Ph.D Scholar in Social work, Cauvery College for Women, Tiruchirappalli.)

(Assistant Professor in Social Work, Cauvery College for Women, Tiruchirappalli.)

Abstract: Adjustment implies the process by which a person changes her behaviour to achieve a harmonious relationship between herself and her environment. The adjustment of the teacher in her profession involves the continuous effort to understand the student in a better way. The women who really aspire to become teacher in school should possess desirable positive attitude, interest, healthy values, strong motivation, adjustment qualities, patience etc. It is said the teacher who preferred to become a teacher would be having better professional adjustment and her level of job satisfaction would be high, which will be reflected in her teaching and if the teacher is satisfied then only all round growth and development of the individual and society is possible. The main aim of the study is to analyze the adjustment problems and job satisfaction of women schools in Tiruchirappalli. The objectives of the study are to know about the socio economic condition of the respondents, and to assess their professional relationship adjustment, financial adjustment and job satisfaction. The researcher used descriptive research design, and the universe is government boy's and government girl's higher secondary school women teachers in Musiri. The data was collected through census method, the sampling size is 50.

Keywords: Professional relationship Adjustment, Financial adjustment and Job Satisfaction, Women School Teachers.

I. Introduction

Education is great mean to brought social change. A teacher has crucial role in imparting education. The quality of good professionally competent teachers depends on some factor where the degree of level of adjustment presents in the school environment. The present position and the status of teachers mainly results due to the lack of moral influence, Professional freedom, Academic scholarship and economic security which in turn, affects their Professional adjustment, the teacher needs better professional adjustment along with adjustment in her professional life.

1.1 Definitions Of Adjustment

According to the encyclopedia:

“Adjustment is explained as the process of behaviors by which man and other animals maintain equilibrium in their need and demand of the environment. Adjustment is a process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.”

1.2 Factors Affecting Adjustment of Teachers

The following factors adversely affect the adjustment of teachers as compared with other professionals.

1.2.1 Economic Hardships

The financial position of the teacher is poor. Most of the teacher can hardly both ends meet. They have limited income. That do not get facilities and benefits like free medical aid, free education of children, concessional tickets for travel etc. Their economic status does not allow them to participate in the general stream of social life. This gives rise to feeling of frustration which effects adversely the adjustment of teachers.

1.2.1 Low Social Status

The teachers socio-economies status is very low. The teacher enjoys no recognition and status in the society. He suffers from poverty, neglect, indifference and insecurity. The society is not prepared to accept him as on honorable citizen. He occupies the back seat in social hierarchy. It develops the feeling of inferiority in the teacher, which impairs his adjustment.

1.2.3. Too much of work

The teachers generally have a heavy workload in the school. Sometime they have to teach thirty-six periods per week in addition to regular periods. They also have to take extra periods when some member of staff

is on leave. The organization of co-curricular activities puts added pressure on the teachers. This exercise work depends on emotional tensions and mental fatigue which if continued for a long period lead anxiety. It has a damaging effect on the mental health of teachers and may lead him to maladjusted.

1.2.4. No freedom of work

There is too much interference of private authorities. In certain schools the headmasters act as bosses and their attitude towards the teachers is not good. Sometimes the headmasters even rebuke the teachers in the presence of the student. This type of attitude is insulting and injurious to the self-respect of teachers. These injuries their ego causes ill mental health and maladjusted.

1.2.5. Lack of Facilities

There are many schools which do not have facilities like audio visual aids and science laboratory. Lack of facilities cause frustration in the mind of teachers, which also cause maladjustment.

1.2.6. Lack of Recreational Facilities

There is dearth of recreational facilities for teachers in our schools.

1.2.7. Feeling of caste, creed and religion

In various educational institutes preference is given on the basis of caste and religion and not on teaching competency of person. Teachers are unjustly accused and sometimes dismissed because they do not flatter the authorities or they resent against the malpractice and injustice of authorities.

1.2.8. Antalogistic Attitude of students

There is growing indiscipline among students. In the school it is responsibility of the teacher to maintain discipline but most of the causes of indiscipline are beyond the control of the teachers. The students no longer pay the due respect to teacher under these circumstances. The teachers feel helpless and frustrated and it becomes difficult to establish a good relation among teachers and students and maladjustment.

1.3 Problems Faced By School Teachers

Basically, school teachers play three different roles at home, school and society. They need to face numerous problems while playing these three roles. So they are flooded with extreme stress, anxiety and tension which finally affect their personality. The reasons for their stress can be channelised as follows:

1.3.1 Home: Misunderstanding with the elders, financial problems, difficulty in nurturing their kids, etc.

1.3.2. Society: Recognition problems.

1.3.3 School: Work pressure, children misbehavior, frequent changes in curriculum, lack of job satisfaction, insufficient salary package, etc.

1.3.4. Personal: Physiological and psychological problems.

All these problems have direct influence on the personality development and work efficiency of school teachers. Sometimes, the pressures, which bear down upon them threaten destruction or serious injury to their personality and then they judge themselves helpless. So to tone up their personality development, Yogic science – Yoga and meditation is suggested to be tried as an educational technology which will help to improve the school teachers work efficiency.

1.4 Adjustment and Teaching Profession

Adjustment in teaching profession is all more important because it helps in maintaining balance between her needs and circumstances in which she is teaching. Thus the satisfaction of her desires reflect the behaviour of a person. A well-adjusted person can think clearly, act confidently, interact effectively with the situations. The future of the children is quite safe in the hand of a well-adjusted teacher. On the other hand if a teacher suffers from lack of adjustment she is not only harming herself but doing a great harm to the children under her supervision and to the society at large.

II. Review Of Literature

Singh (2010)

He studied the Academic records, Adjustment and Attitude or correlates of job satisfaction among the central school teachers. The result of study indicates that the central school teachers are satisfied with their job. Female central school teachers are less satisfied. Female teachers are found to be better in academic records than males, but male teachers are having more favourable attitude towards teaching than others viz, TGT, PRTs and miscellaneous teachers. However, positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching.

Jamal (2007)

In his study he studied the relationship of organization commitment of each factor's ie teacher stress, job satisfaction, teacher adjustment and socio emotional school climate among male and female teachers. The findings of teachers revealed that teachers stress was negatively correlated with organizational climate implying that if teachers were expected to be committed to their organization they must be free from stress. Teacher adjustment and socio emotional school climate were also found to be positively correlated with organizational commitment implying that if adjustment of teacher was high and the school provided good socio emotional climate then the teacher would have more commitment to their institutions.

Dhingra (2006)

He conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant.

Decheva (2005)

In his study he tries to understand the professional adjustment as a process of becoming well acquainted with the profession and harmonization of a person's interactions with the professional environment is a long and complex process, which begins with a person, gets acquainted with the profession. Professional adjustment is a long complex process, which begin with entering in to manpower and remain for life time. Professional adjustment of teacher is determined by internal and external circumstances, and their professional interaction between environment and their way of living.

Sindhu (2005)

In her study she studied the relationship between teacher's motivation, adjustment and their academic achievement. The major findings were : Both male and female teachers were found to possess average or above average level of motivation to work. Most teachers displayed average and above average adjustments with school environment. The females displayed superior adjustment as compared to male.

Kumar, M. (2001)

In his study he studied the adjustment level of primary school teachers for Ambala district. This observation clearly shows that there was a significance difference in the adjustment level of male teachers, working in government schools in rural areas are better adjusted than female teachers. Female teachers, belong to rural areas were better adjusted as compared to urban areas. The female teachers belong to urban areas, who teach in government schools were better adjusted as compared to aided schools. Female teachers, who teach in the government school in rural areas, were better adjusted than the aided school in urban areas. Total adjustments of male teachers were better as compared to female one.

III. Research Methodology

3.1 Purpose of the Study

The fate of pupils as well as the success or failure of an educational programme depends upon the degree of adjustment of teacher herself. Quality teaching is affected favorably when the teacher is well adjusted. On the other hand, maladjustment results in mental tension, unrest and is a potential cause of the problem of indiscipline. On the basis of this felt need , the investigator decided to take up this problem, "A study on adjustment problems and job satisfaction of women school teachers at tiruchirappalli.

3.2 Objective of Study

3.2.1. To study the adjustment of women teachers working in Govt. higher Secondary Schools in musiri, tiruchirapalli.

3.2.2. To study the professional relationship adjustment of women teachers.

3.2.3. To know about the financial adjustment of women teachers.

3.2.4. To study the job satisfaction of women teachers.

3.3 Research Design:

The study being undertaken is Descriptive in nature. The major purpose of descriptive research is description of the state of affairs, as it exists at present, while studying the research problem, scientific method is followed.

3.4 Universe

The universe of the study is Musiri govt. higher secondary school women teachers BT and PG. the population is 384.

3.5 Sample

A sample of 50 women teachers working in Govt. boys and Govt. Girls higher secondary schools in Musiri, Trichirappalli was taken as the sample. Through census method data was collected. These teachers were selected on the basis of married, rural and urban, teachers.

3.6 Tool Used

The tool used for the present study was Mangal Teacher Adjustment Inventory (MTAI) by S.K. Mangl.

IV. Data Analysis And Interpretation

Distribution of Respondents Based on Age of the Respondents

Table 4.1

S.NO.	AGE	No. of. respondents N=50	Percentage 100%
1.	30-40	19	38%
2.	41-50	25	50%
3.	51-60	6	12%
	Total	50	100%

The above table shows that majority of the respondents (50%) are belonged to the age group of 41-50 and (38%) of the respondents belong to the age group of 30-40, and (12%) of the respondents are belonged to the age of 51-60.

Distribution of Respondents Based on Religion

Table 4.2

S.NO.	RELIGION	No. of. respondents N=50	Percentage 100%
1.	HINDU	46	92%
2.	CHRISTIAN	3	6%
3.	MUSILM	1	2%
	Total	50	100%

The above table shows that majority of the respondents (92%) are belonged to the Hindu Religion and (6%) of the respondents are belong to the Christians and (2%) are belong to the Muslim religion.

Distribution of Respondents Based on Type of Family of the Respondents

Table 4.3

S.NO.	TYPE OF FAMILY	No. of. respondents N=50	Percentage 100%
1.	NUCLEAR FAMILY	33	66%
2.	JOINT FAMILY	17	34%
	Total	50	100%

The above table shows that majority of the respondents (66%) are belonged to the Nuclear family and (34%) of the respondents belong to the Joint family.

Distribution Of Respondents Based On Place Of Living Of The Respondents

Table 4.4

S.NO.	PLACE OF LIVING	No. of. Respondents N=50	Percentage 100%
1.	RURAL	16	32%
2.	SUB-URBAN	22	44%
3.	URBAN	12	24%
	Total	50	100%

The above table shows that majority of the respondents (44%) are belonged to the sub-urban area and (32%) of the respondents are belong to the Rural area and (24%) of the respondents are belong to the urban area.

Distribution Of Respondents Based On Their Designation

Table 4.5

S.NO.	DESIGNATION	No. of. respondents N=50	Percentage 100%
1.	BT	33	66%
2.	PG	17	34%
	Total	50	100%

The above table shows that majority of the respondents (66%) are BT teachers and (34%) of the respondents are PG teachers.

Distribution Of Respondents Based On Their Experience

Table 4.6

S.NO.	EXPERIENCE	No. of. Respondents.N=50	Percentage 100%
1.	0-5	15	30%
2.	6-10	13	26%
3.	11-15	7	14%
4.	15&ABOVE	15	30%
	Total	50	100%

The above table shows that majority of the respondents (30%) had 0-5 and 15& above years of experience and (26%) of the respondents had 6-10 years of experience, and (14%) of the respondents had 11-15 years of experience.

Distribution Of Respondents Based On Their Hours Of Teaching

Table 4.7

S.NO.	HOURS OF TEACHING	No. of. Respondents.N=50	Percentage 100%
1.	20-25	36	72%
2.	26-30	8	16%
3.	31-35	6	12%
	Total	50	100%

The above table shows that majority of the respondents (72%) are having 20-25 hours of teaching and (16%) of the respondents are having 26-30 hours of teaching, and (12%) of the respondents are having 31-35 hours of teaching.

Distribution Of Respondents Based On Their Professional Relationship Adjustment

Table 4.8

S.NO.	PROFESSIOANL RELATIONSHIP ADJUSTMENT	No. of. Respondents.N=50	Percentage 100%
1.	VERY GOOD	-	-
2.	GOOD	12	24%
3.	AVERAGE	36	72%
4.	POOR	2	4%
5.	VERY POOR	-	-
	Total	50	100%

The above table shows that majority of the respondents (72%) are having average level of professional relationship adjustment and (24%) of the respondents are having good level of professional relationship adjustment, and (4%) of the respondents are having poor level of professional relationship adjustment.

Distribution Of Respondents Based On Their Financial Adjustment & Job Satisfaction

Table 4.9

S.NO.	Financial Adjustment & Job Satisfaction	No. of. Respondents.N=50	Percentage 100%
1.	VERY GOOD	-	-
2.	GOOD	20	40%
3.	AVERAGE	-	-
4.	POOR	4	8%
5.	VERY POOR	26	52%
	Total	50	100%

The above table shows that majority of the respondents (52%) are having very poor level of financial adjustment & job satisfaction and (40%) of the respondents are having good level of financial adjustment & job satisfaction, and (8%) of the respondents are having poor level of financial adjustment & job satisfaction.

V. Conclusion

The quality of education depends, more than any other single factor, upon the quality of the teachers. A school may have excellent material resources –equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs. But if the teachers are misfit or indifferent, the whole programme is likely to be ineffective and wasted. Hence, the problem of identification of effective teachers is of prime significance for realizing desirable education goal. The present study was a simple attempt in this direction where adjustment towards their professional relationship and financial and job satisfaction, of women school teachers in musiri, in this the researcher found that there is a average level (72%) of professional relationship adjustment and very poor level (52%) of financial adjustment and job satisfaction of women school teachers in musiri with reference to manual.

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