



SOCIAL AND EMOTIONAL ADJUSTMENT PROBLEMS OF UNMARRIED FEMALE SCHOOL TEACHERS

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ABSTRACT

To seek the effects of marital status, family size and caste on Social and Emotional Adjustment problems of female school teachers 'The Mohsin – Shamshad Hindi Adaptation of Bell's Adjustment Inventory' was administered on 100 unmarried and 100 married panchayat school female teachers stemming from different castes and family size. The analysis of data revealed that married female teachers face significantly lower social and emotional adjustment problems than unmarried female teachers. Female teachers from joint family size face significantly higher emotional adjustment problems but significantly lower social adjustment problems than female teachers from nuclear family size. SC female teachers face significantly higher social and emotional adjustment problems than FC female teachers.

KEY WORDS: Adjustment Problems, Social, Emotional, Female, School Teachers.

INTRODUCTION

Along with the progress of civilization and industrialization, the complexities in the families are increasing and thus mental problems and stresses are also increasing enormously. In editorial Dutta (1981) wrote that in spite of the clinical and social institutions available to handle the mental problems, the family has a special role in this regard as uncongenial family atmosphere is the pre-disposing factor for the causation of mental problems. Female teachers are mothers or would be mothers. Their adjustment to home, health, society, emotion, academy and vocation not only determines their future activity but also the same of their existing or would be off-springs.

The nature of an individual's adjustment to his environment is determined by the characteristics of the environment. Due to these characteristics an individual can come up as a well adjusted healthy personality or maladjusted sick personality. A sick personality suffers from different mental and other disorders. Kaplan (1959) observes, "..... mental disorders are today the number one public health problem of the nation. They affect more people and more families than any other single disorder, and evidence indicates that maladjusted individuals are being produced at a faster rate than facilities to take care of them can be provided".

Mental illness, alcoholism, Juvenile delinquency, drug addiction, suicides, broken marriages and crimes have become so common that the prevention of serious maladjustment is essential, not only for the individual but for the community at large. Newly appointed Panchayat School female teachers suffer from irritability worries, disturbed interpersonal relationship, resentment towards authority and worries over health which are indicators of the lack of optimum state of adjustment. Mental illness is not only prevalent in schools and colleges but has also penetrated into the home and society. Married and unmarried

Panchayat school female teachers have their own problems. These problems interfere with their adjustment in schools, society and in their own homes.

Unmarried female teachers constitute a socially disadvantaged group in comparison to married female teachers in the Indian cultural set up. In social field married females enjoy more freedom than unmarried females. Married female teachers are found economically stronger than unmarried female teachers. They are likely to receive more stimulation than unmarried girls which is positively related to intelligence. The socio-cultural advantages lay effects on personality and adjustment (Gordon, 1968; Prasad, 1984; Rai, 1988; Singh, 1971). This variation of advantages influences day to day behaviour of unmarried school teachers and their personality adjustment in the family, society and academic situations. But married school teachers, too, have their own limitations. All the husbands are not equal. Likely, all wives are not the same. Economic condition of the family influences the adjustment of both the groups. Some married girls stand on their own due to their widowhood or being divorced. Such women live in an atmosphere of emotional tension and stress. These states of mental affairs result in maladjustment.

Since maladjustment leads to different disorders, their prevention must be attempted and achieved. This maladjustment comes from sickness of personality caused by self-rejection. Self-rejection has many causes. The most common are unrealistic aspirations; environmental obstacles that keep the person away from doing what she/he wants and is able to do; unfavourable social attitudes, personal limitations either of a physical or psychological nature; severe and prolonged emotional strain; repeated failures, identification with maladjusted people; lack of perspective, which result in the person's exaggeration of her/his weakness; poor child- training, especially when strictly authoritarian or overly permissive; and lack of motivation to be self-acceptant when the person fails below his/her own expectations. Self-rejection is controllable, but, unfortunately, few people know how to control it.

Keeping this in view the objective of this research work is to study whether the married and unmarried Panchayat School female teachers differ on their adjustment problems in the areas of social and emotional; and, their family size and caste bear any relation or not with their social and emotional adjustment problems.

In this situation the investigator is interested in investigating the roles of marriage, family size and caste in social and emotional adjustment problems of Panchayat school female teachers. For this the following hypotheses were formulated :-

- 1) There will be significant effect of marriage on Social and Emotional adjustment problems of Panchayat school female teachers.
- 2) There will be significant effect of family size on Social and Emotional adjustment problems of Panchayat school female teachers.
- 3) There will be significant effect of Caste on Social and Emotional adjustment problems of Panchayat school female teachers.

METHOD

SAMPLE : - The study was conducted on a sample of 200 Panchayat school female teachers (100 married + 100 unmarried) imparting educations in primary schools of Siwan and Gopalganj districts of Bihar. The age range of teachers was from 24-40 years.

TESTS USED : - For measuring adjustment problems of subjects in the areas of Social and Emotional 'The Mohsin – Shamshad Hindi Adaptation of Bell's Adjustment Inventory' was administered on 100 unmarried and 100 married panchayat school female teachers stemming from different castes and family size. Higher score on the inventory denotes higher adjustment problems and lower score denotes lower adjustment problems.

STATISTICAL ANALYSIS :- To test the effects of marital status, family size and caste on adjustment problems in the areas of social and emotional, adjustment scores in the areas of social and emotional of married/unmarried, NFS/JFS and FC/BC/SC groups were obtained separately. After this means and S.Ds. were calculated separately for each and every group/sub-group. 't' test was run to test the significance of difference between mean scores of different groups/sub-groups.

RESULTS AND DISCUSSION

Marital status has been found significantly influencing Social Adjustment problems. The mean score of Social Adjustment of married teachers is 10.86 while that of unmarried teachers is 13.78 (Table-1). The obtained 't' ratio is 3.3218 which is significant at .01 level. So, the mean scores on Social Adjustment of married and unmarried female teachers are statistically different. Since the higher Score denotes higher adjustment problems, so it is the unmarried group which has more adjustment problems in social area. It is as such because married women are allowed to accomplish certain social rituals and samskaras which aid to their Social Adjustment. In addition to this married females have more social freedom than unmarried females. Unmarried young women are not allowed frequently by their parents to visit other families and to have conversation with the young men due to fear of sexual floor crossing. These prohibitions lodged on unmarried women might have made them less socially adjusted and as such they would have tamed more adjustment problems related to social area. The higher mean score obtained by unmarried female teachers on Emotional Adjustment denotes that this group is facing higher Emotional Adjustment problems than married group. The mean score on Emotional Adjustment area of married group is 12.34 while that of unmarried group is 14.50 (Table-1). The obtained 't' ratio is 2.4424 which is significant at .05 level. Possibly due to psychologically unhealthy and emotionally disturbing influence of singleness (Thieson and Cooley, 1979) unmarried female teachers might have shown higher Emotional Adjustment problems. In addition to this sexual urge, conflicts and pre-marital sexual anxieties might have increased their Emotional Adjustment problems. The findings support the findings of Srivastava (1990) and Verma (1994).

Table – 1
Showing Means, S.Ds and 't' ratios of Social and Emotional Adjustment Scores-Married and Unmarried groups.

Groups	Dimension	N	Means	S.Ds	df	't' ratios	Level of Significance
Married	Social	100	10.86	6.0158	198	3.3218	.01
Unmarried	Social	100	13.78	6.4095			
Married	Emotional	100	12.34	6.3099	198	2.4424	.05
Unmarried	Emotional	100	14.50	6.1968			

On Social Adjustment female teachers from nuclear families have displayed significantly higher Social Adjustment problems than female teachers from joint families. In both groups, married and unmarried; the effect of the size of the family on Social Adjustment is proved. In married group the obtained 't' ratio is 2.3701 while in the unmarried group it is 2.4082. The mean scores of NFS and JFS sub-groups on Social Adjustment in married group are 12.10 and 9.34, while the same in the unmarried group of NFS and JFS sub-groups are 15.03 and 11.90 respectively (Table-2). In both, married and unmarried groups, it is the subgroup from joint family size which has displayed lower mean scores. As such, they are better adjusted and have less adjustment problems than the Nuclear Family size teachers on Social Adjustment. In joint

family, normally, social traits grow. Co-operation, selflessness and sacrifices which are root traits of Social Adjustment emerge and develop in joint families. On the other hand, children reared in nuclear families normally grow selfishness, self-centeredness and dominating tendency which hamper their Social Adjustment in due course and induce more Social Adjustment problems. The finding suggests that the sampled subjects have not remained free from these effects of family size. As such higher adjustment problems have been displayed by the subjects from Nuclear Family in social area. In addition to this, controlled environment of the joint family might have made them socially better adjusted (Ewa, 1977). So far as the effect of size of the family on Emotional Adjustment is concerned, it has been found significantly influencing Emotional Adjustment of married and unmarried female teachers. The mean score of the teachers from joint family is 14.59 while that of the teachers from Nuclear Family is 10.50 in the married group. In the unmarried group the mean score of the female teachers from joint family is 16.50 while that of the teachers from Nuclear Family is 13.17 (Table-2) in Emotional Adjustment area. In both married and unmarried groups the NFS subgroup has displayed lower mean scores. It means that subjects from Nuclear Family size are emotionally better adjusted than the subjects from joint family size. The former faces less Emotional Adjustment problems than the latter in both the groups. The significant 't' ratios strengthen the conviction that joint family size emotionally disturbs its members. The quality of Home Environment is a significant factor in determining emotional disturbance. Joint family size, characterised by hostile restrictive child rearing practices, lacks in permissiveness, a fundamental thing for emotional growth and stability. These factors might have operated in their emotional problems.

Table – 2

Showing Means, S.Ds and 't' ratios of Social and Emotional Adjustment Scores- NFS and JFS Sub-groups.

Groups	Dimension	N	Means	S.Ds	df	't' ratios	Level of Significance
Married-NFS	Social	55	12.10	6.1779	98	2.3701	.05
Married-JFS	Social	45	9.34	5.4404			
Unmarried-NFS	Social	60	15.03	5.9089	98	2.4082	.05
Unmarried-JFS	Social	40	11.90	6.6663			
Married-NFS	Emotional	55	10.50	6.5616	98	3.4867	.01
Married-JFS	Emotional	45	14.59	5.1632			
Unmarried-NFS	Emotional	60	13.17	5.8271	98	2.6984	.01
Unmarried-JFS	Emotional	40	16.50	6.1968			

Caste factor has been also found influencing Social Adjustment problems in married and unmarried groups. Teachers from Forward Castes are significantly lower than teachers from Scheduled Castes and insignificantly lower than teachers from Backward Castes on Social Adjustment problems. Backward and Scheduled Caste subgroups do not differ significantly in both married and unmarried groups with regard to Social Adjustment problems. Teachers from Scheduled Castes have displayed greater mean scores, and hence they are poorly adjusted and facing higher adjustment problems than B.C. and F.C. subgroups in social area. S.C. teachers normally stem from lower socio-economic status. Due to lower socio-economic status of the family, female teachers- married or unmarried- have less social opportunities. Due to poverty they do

not participate in higher social functions and gatherings. On account of less social contact and training they fight shy of mixing with others and standing before gathering. These factors might have made them higher on Social Adjustment problems.

Caste status has been found influencing Emotional Adjustment problems also. While in the married group the lower caste status (Scheduled Caste) subgroup has been found significantly lower than only Forward Caste subgroup, in the unmarried group S.C. subgroup has been found significantly lower than both F.C. and B.C subgroups on Emotional Adjustment. The obtained 't' ratios for S.C. x F.C. subgroups are significant in both married and unmarried groups. The 't' ratio obtained for S.C. x B.C. subgroup is significant only in unmarried group. The 't' ratio for B.C. x F.C. subgroups is significant neither in married group nor in unmarried group (Table-4). These statistical findings denote that caste status is linearly correlated with Emotional Adjustment. With increase in caste-status i.e. from lower caste to higher caste, there is found decrease in Emotional Adjustment problems in both married and unmarried groups. S.C. subgroup constitutes a socio-economically disadvantaged group in comparison to F.C. and B.C. subgroups. Socio-economic disadvantaged/deprived conditions result in hardening of emotional feelings, insecurity and inferiority complex; (Symmonds, 1968; Langmeir, 1972). Lower income lends deprivational effect on personality structure and development; and Emotional Adjustment is influenced by this, Ananthraman, 1979; Reddy, 1979. Possibly due to these factors S.C. subgroup has displayed higher Emotional Adjustment problem in both married and unmarried groups.

Table – 3
Showing Means, S.Ds and 't' ratios of Social Adjustment Scores- SC, BC and FC Sub-groups.

Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
Married-SC	30	12.50	6.0882	68	1.045	NS
Married-BC	40	11.00	5.7402			
Married-SC	30	12.50	6.0882	58	2.2590	.05
Married-FC	30	9.03	5.7950			
Married-BC	40	11.00	5.7402	68	1.4108	NS
Married-FC	30	9.03	5.7950			
Unmarried-SC	25	17.06	5.6433	58	1.7857	NS
Unmarried-BC	35	14.16	6.7863			
Unmarried-SC	25	17.06	5.6433	63	3.9276	.01
Unmarried-FC	40	11.40	5.4763			
Unmarried-BC	35	14.16	6.7863	73	1.9184	NS
Unmarried-FC	40	11.40	5.4763			

Table – 4
Showing Means, S.Ds and 't' ratios of Emotional Adjustment Scores- SC, BC and FC Sub-groups.

Groups	N	Means	S.Ds	df	't' ratios	Level of Significance
Married-SC	30	14.77	5.7442	68	1.7893	NS
Married-BC	40	12.20	6.1895			
Married-SC	30	14.77	5.7442	58	3.0398	.01
Married-FC	30	10.10	6.1406			
Married-BC	40	12.20	6.1895	68	1.4111	NS
Married-FC	30	10.10	6.1406			
Unmarried-SC	25	17.70	5.4259	58	2.0875	.05
Unmarried-BC	35	14.50	6.2701			
Unmarried-SC	25	17.70	5.4259	63	3.6348	.01
Unmarried-FC	40	12.50	5.7271			
Unmarried-BC	35	14.50	6.2701	73	1.4347	NS
Unmarried-FC	40	12.50	5.7271			

On the basis of above results and discussion the following conclusions can be drawn :-

- 1) Married female teachers face significantly lower social and emotional adjustment problems than unmarried female teachers.
- 2) Female teachers from joint family size face significantly higher emotional adjustment problems but significantly lower social adjustment problems than female teachers from nuclear family size.
- 3) SC female teachers face significantly higher social and emotional adjustment problems than FC female teachers.

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