



## WORK AND SOCIAL ADJUSTMENT OF WOMEN TEACHERS WORKING IN HIGHER SECONDARY SCHOOLS IN RURAL AREAS OF TIRUCHIRAPPALLI DISTRICT, TAMIL NADU - A STUDY

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### ABSTRACT

**Aim:** The aim of this research is to measure work and social adjustment (WASA) of women teachers working in higher secondary schools in rural areas of Tiruchirappalli district of Tamil Nadu. **Method:** There were 508 women teachers working in government and government aided higher secondary schools run by private management located in the rural areas of Tiruchirappalli district, of which the researcher selected 275 women teachers as sample by adopting simple random sampling procedure. The women teachers' work and social adjustment problem was measured by the instrument developed by Mundt et al., (2002). **Results:** The mean score of WASA of the respondents in the present study was 5.34. The statistical analysis shows that there is a difference in the mean score of WASA in the context of age, marital status, type of school, caste, professional qualification, salary, teaching experience size and type of family of the respondents. **Conclusion:** It is suggested that providing periodical counselling programmes to the women teachers working in higher secondary schools.

**KEY WORD:** Work and Social Adjustment-Women teachers-Rural areas.

### INTRODUCTION

Teachers are the ultimate agents producing change in the society as they shape the future citizens to be change makers and agents of national development. Therefore, it is critical to ensure that they are not facing any major hurdles in performing their duties. One of the common misconceptions that the society has about the profession of teaching is that it is a relatively pressure-free occupation. This is certainly not the case as teachers of today are expected to perform a plethora of roles such as inculcating important values such as discipline, hard work, and honesty among students, apart from teaching the subject. There was a time when it was the students who were questioned for their performance in school, but today, the tide has shifted and teachers are held responsible for the performance of their students. To put it simply, the job of a teacher, especially in a higher secondary school, is a very complex and mentally taxing one. This is especially



true for women teachers as they have to shoulder the dual responsibility of being a home maker as well as a teacher. An additional burden for some of the women teachers is being a teacher in a higher secondary school that is located in a rural area as the travel time from home to school and back again is often a long and the journey is tedious one that could very well impact their physical and mental health. This pattern of thought resulted in the birth of two research questions in the mind of the researcher: to what extent they are able to adjust between their work and social environment? Is there any relationship between

the work and social environment score across the respondents' background characteristics? In order to answer these questions, the present study has been carried out.

## REVIEW OF PREVIOUS STUDIES

Various studies have been carried out on the work and social adjustment of the teachers. **Goyat** (2012) found out that there is no significant difference in the adjustment level of the male & female and rural & urban primary school teachers. **Suruchi and Rana** (2014) have found that there is a significant difference in the personal, professional and social adjustment of teachers. **Nadeem and Bhat** (2014) founded out that there is a significant difference in the adjustment levels between male, female, rural and urban teachers. **Gondi** (2015) reported that the female teachers have significant higher adjustment as compared to male teachers of secondary schools. **Bhat & Beri** (2016) reported that social adjustment and job performance of college teachers do not differ significantly between the male and female teachers. **Research Gap:** From the review of earlier literature it was found that there haven't been many studies on this topic. Moreover, majority of the studies have been conducted among the middle and upper middle school teachers only. However, there are no specific studies on work and social adjustment of women teachers working in higher secondary schools located in the rural areas in Tamil Nadu. In view of this research gap, this research has been carried out as an empirical study in the selected higher secondary schools located in rural areas of Tiruchirappalli district in Tamil Nadu.

## METHODOLOGY

**Aim:** The main aim of this research is to measure the work and social adjustment and its relationship with background characteristic of the women teachers working in higher secondary schools located in rural areas of Tamil Nadu. **Universe and Sample:** The schools located in the rural areas of Tiruchirappalli district in Tamil Nadu have been chosen for the present research. As per the statistics available, there were 508 women teachers working in 161 governments and 82 governments aided higher secondary schools located in the rural areas of Tiruchirappalli district in Tamil Nadu. The researcher selected 275 women teachers using the Yamane's formula (1967). As per this formula, the researcher was supposed to select 225 respondents as per the size of the universe. However, it is well known that there is almost always a high possibility of questionnaire either being incomplete or not returned. Hence, as a precaution the researcher decided to add an additional 50 respondents, above the expected sample size. Thankfully, none of the respondents failed to return their completed questionnaire. Thus, all the 275 respondents have been selected using simple random technique. This sample constitutes 54 per cent of the total universe. **Tools of data collection:** In order to measure the work and social adjustment, the instrument developed by **Mundt et al.**, (2002) was used. It has five items on an eight-point rating scale ranging 0-8, 0 denotes no dysfunction at all and 8 denotes very severe dysfunction. The minimum and maximum score of the instrument is 0- 40. Lower the scores, better the work and social adjustment (**Mundt et al.**, 2002). This instrument helps to assess the effects on an individual's mental health complications on their capability to function in terms of work, home management, social leisure, private leisure and personal or family relationships (**Mundt et al.**, 2002). The data were analysed using the statistical techniques like t-test, ANOVA, and correlation. The reliability value for the instrument is Alpha ( $\alpha$ ) 0.805. This value indicates that the items considered for the measurement of work and social adjustment of the respondents is statistically observed to be having high reliability.

## FINDINGS

### *Level of work and social adjustment (WASA)*

The findings of the study revealed that the mean score for the work and social adjustment (WASA) of the respondents in the present study was 5.44 with a minimum of 0 and a maximum of 32. Further it shows that the respondents faced low and high level of work and social adjustment problems constitute 65 percent and 34 percent respectively.

**Background Characteristics and work and social adjustment of the respondents**

In this part, the variables like respondent’s current age, marital status, type of schools, type of management, social standing (caste), education, medium of study, salary, teaching experience, size and type of family were used as independent variables and the teacher’s work and social adjustment was used as dependent variable.

**Age:** The findings (panel 1of table - 1) depict that the respondents in the young age group scored higher work and social adjustment (8.69) than the lower middle (5.17) and upper middle age group respondents (3.56). Further the finding suggests that the work and social adjustment score decreases with an increase in the age of the respondents. It can mean that the women teachers in the upper middle age group who are working in higher secondary school in rural areas are able to better adjust with their work situation as well as their home situation when compared with their counterparts who are in the lower middle and young age group. This finding is reflected in a study conducted among the visual impaired persons (Sethuramalingam, 2018). Moreover, the ANOVA result (F-14.35, p<0.001) also turned out to be very highly significant in the case of the work and social adjustment.

**Table – 1: Mean Scores of Work and Social Adjustment of the Respondents by their Background Characteristics (Lower scores are better work and social adjustment)**

S.N.	Variables	N	Mean	SD	Df	F / t	Sig.	
1	Age Group	Young (Up to 35)	59	8.69	7.901	2	14.34 5	<b>.000</b> <b>p&lt;0.001</b>
		Lower Middle (36-45)	95	5.17	5.720	24		
		Upper Middle ( 46 & >)	89	3.56	3.720	0		
		Total	243	5.44	6.051			
2	Marital Status	Unmarried	24	10.04	7.310	2	8.973	<b>.000</b> <b>p&lt;0.001</b>
		Married	207	5.05	5.624	24		
		Widow/Divorce	12	2.92	6.735	0		
		Total	243	5.44	6.051			
3	Type of School	Boys	9	2.00	1.732	2	3.976	<b>.020</b> <b>p&lt;0.05</b>
		Girls	46	3.83	4.781	24		
		Co-Educational	188	5.99	6.343	0		
		Total	243	5.44	6.051			
4	Management	Government	138	5.32	5.767	14	.120	.730 p>0.05
		Private	105	5.59	6.430	1		
		Total	243	5.44	6.051			
5	Social Standing (Caste)	Forward	21	4.76	4.795	3	3.366	<b>0.019</b> <b>p&lt;0.05</b>
		Backward	141	4.90	5.607	23		
		Most Backward	48	5.21	6.992	9		
		SC/ST	33	8.48	6.477			
		Total	243	5.44	6.051			
6	Educational qualification	Arts M.A./Mcom.	142	5.28	6.202	24	-.471	.638 p>0.05
		Science M.Sc./MCA	101	5.65	5.856	1		
		Total	243	5.44	6.051			
7	Professional Qualification	B.Ed	176	5.94	6.255	24	2.108	<b>.036</b> <b>p&lt;0.05</b>
		M.Ed	67	4.12	5.299	1		
		Total	243	5.44	6.051			
8	Medium of study at P.G	Tamil	54	4.37	5.426	24	-1.471	.143 p>0.05
		English	189	5.74	6.197	1		
		Total	243	5.44	6.051			
9	Nature of Employment	Permanent	178	4.74	5.335	24	-3.036	<b>.003</b> <b>p&lt;0.01</b>
		Temporary	65	7.35	7.390	1		
		Total	243	5.44	6.051			
10	Salary	Rs. 20000 or <	42	7.93	7.280	3	3.218	<b>.024</b> <b>p&lt;0.05</b>
		Rs. 20001 to 40000	87	5.16	6.354	23		
		Rs. 40001 to 60000	96	4.91	5.220	9		

		Rs.60000 & >	18	3.78	4.081			
		Total	243	5.44	6.051			
11	Experience	0-10 Years	117	6.36	6.930	3	3.485	<b>.017</b> <b>p&lt;0.05</b>
		11-20 Years	82	5.33	4.769	23		
		21-30 Years	28	3.96	6.107	9		
		31 Years and Above	16	1.81	2.136			
		Total	243	5.44	6.051			
12	Size of family	Small Family (1-3)	73	7.33	7.794	2	5.730	<b>.004</b> <b>p&lt;0.01</b>
		Medium (4-5)	129	4.86	4.962	24		
		Big Family (6 & >)	41	3.88	4.823	0		
		Total	243	5.44	6.051			
13	Type of family	Nuclear Family	148	6.14	6.392	24	2.267	<b>.024</b> <b>p&lt;0.05</b>
		Joint Family	95	4.35	5.329	1		
		Total	243	5.44	6.051			

**Marital Status:** The findings related to marital status of the respondents portray that the mean score of work and social adjustment is higher among the unmarried respondents (10.04) than the married (5.05) and widowed/divorced (2.92). Moreover, the one-way ANOVA test result (F-8.97, p<0.001) also displays that there exists very highly significant difference in the mean score of work and social adjustment.

**Type of school:** The result (panel 3 of table 1) indicates that the mean score of work and social adjustment is higher among women teachers who work in co-educational schools (5.99) than those who work in girls (3.83) and boys (2.00) higher secondary schools. It is also obvious to note that the one-way ANOVA test result (F-3.97, p<0.05) also emerged as moderately significant in this regard.

**Type of School Management:** It is understood (panel 4 of table 1) that the mean score of work and social adjustment is comparatively lower among those respondents who work in government higher secondary schools (5.32) as against to those teachers who work in private higher secondary schools (5.59). However, the independent sample t test result (t-0.120, p>0.05) did not turn out to be statistically significant in this regard.

**Social Standing (Caste):** The result in panel 5 of table 1 depicts that the mean score of the work and social adjustment is higher among the respondents who belong to the SC/ST category (8.48) than the respondents who belong to Most Backward (5.21), Backward (4.90) and Forward (4.76) categories. Furthermore, the ANOVA result (F-3.37, p<0.05) also turned out moderately significant level in this regard.

**Education:** The data in panel 6 of table 1 depicts that mean score of work and social adjustment is little lower among the respondents who have acquired a Master’s degree in the stream of arts/humanities (5.28) than the respondents who have completed Master’s degree in Science and Computer Science Subjects (5.65). However, the independent sample t test result (t-4.71, p>0.05) did not turn out to be statistically significant in the work and social adjustment score.

**Professional Qualification:** Based on the findings (panel 7 of table 1) it can be inferred that those who possess M.Ed. degree (4.12) have a lower mean score of work and social adjustment when compared to those who possess only a B.Ed. degree (5.94) as their professional qualification. Moreover, the independent sample t test result (t-2.11, p<0.05) also turned out moderately significant in this regard.

**Medium of Study:** The data explains that the mean score of the work and social adjustment is higher among the respondents who have opted English (5.74) as their medium of study than the respondents who have studied in Tamil medium (4.37) at their post graduate level. Further, the independent sample t test result (t-1.47, p>0.05) also turned out moderately significant in the mean score of Work and social adjustment.

**Nature of Employment:** The findings (panel 9 of table 1) show that the mean score of the work and social adjustment is higher among the teachers who are working temporarily (7.35) than the respondents who are working as permanent teachers. Furthermore, the independent sample t test result (t-3.04, p<0.01) also highlights that statistically, there is a highly significant difference between the nature of employment of the respondents, in the mean score of work and social adjustment.

**Monthly Salary:** It is found that the mean score of work and social adjustment is higher among the respondents who earn Rs. 20,000/- or less (7.93) than their counterparts who earn Rs.20,001/- and above per month. Further, the finding reveals that as the monthly salary of the respondent increases, the work and social adjustment score decreases. Moreover, the ANOVA result (F-3.22, p<0.05) also turned out to be moderately significant in the mean scores work and social adjustment.

**Years of Experience:** The findings (panel 11 of table 1) indicate that the mean score of work and social adjustment is higher among the respondents who have 10 years of experience or less (6.36) than the respondents who have experience of 11 years and above (5.33). Further the finding reveals that as the years of experience of the respondents increases the work and social adjustment score decreases. Moreover, the ANOVA result (F-3.45, p<0.05) also exhibits that there is a statistically significant difference between the years of experience, of the respondents in the mean score of work and social adjustment.

**Family Size:** The result depicts that the mean score of work and social adjustment is higher among the respondents who belong to small family (7.33) than the medium (4.86) and big size (3.88) families. Further, the finding indicates that as the number of family members increases the work and social adjustment score decreases. Moreover, the ANOVA result (F-5.73, p<0.01) also reveals that there is a statistically significant difference between the family size of the respondents in the mean score of work and social adjustment.

**Type of Family:** It is reported (panel 14 of table 1) that the mean score of work and social adjustment is higher among the respondents who belong to nuclear family (6.14) than the respondents who belong to joint family system (4.35). Moreover, the independent sample t test result (t-5.73, p<0.01) also turned out to be highly significant in the mean score of work and social adjustment.

**Inter-correlations between the background characteristics of the respondents and their work and social adjustment Score**

In order to fulfill the objective to assess the correlations between the respondents’ background characteristics and the work and social adjustment score, an attempt has been made to apply bivariate (zero-order) correlation analysis and the results are provided in Table 2. The variables included in this analysis are one continuous in nature. Here, the discussion is based on the last row of the tables in which zero-order correlation co-efficient are presented between the variables under consideration.

**Table - 2: Inter-correlation matrix between the Respondents’ Background Characteristics and work and social adjustment score.**

Variables	Age	Salary	No. of Training	Teaching Experience	Family Members	WASA Score
Age	1					
Salary	** .485	1				
Training Attended	.120	* .129	1			
Teaching Experience	** .422	** .320	** .310	1		
Family Members	** -.253	** -.198	.039	* -.126	1	
WASA Score	** -.299	** -.182	-.088	** -.187	.109	1
** p < 0.01		* p < 0.05				

The result of the zero-order correlation depicts that the work and social adjustment score is statistically negatively correlated with age (r = -.299, p < 0.01), salary (r = -.182, p < 0.01), and teaching experience (r = -.187, p < 0.01) of the respondents. It means that when the age, salary, teaching experience and family size decreases, the work and social adjustment score of the respondent increases. Further it is noticed that even though training/refresher courses attended by the respondents is negatively correlated with the work and social adjustment score (r = -.088, p > 0.05), there is statistically significant relationship between these variables.

## CONCLUSION

The level of work and social adjustment shows that nearly two third of the respondents are better adjusted at their work and social situation. The findings also highlight that the age, salary, teaching experience and number of family member increases, the work and social adjustment problems decreases. The work and social adjustment problem is also found to be higher among the unmarried, those who belong to the SC/ST communities and respondents who have opted English as their medium of study at post graduate level. At the same time, the work and social adjustment problem is reported lower among those respondents who are working in boys schools, living in joint family system and those respondents who possess higher professional qualification (with M.Ed degree). Further it is revealed that the work and social adjustment score is statistically negatively correlated with age, salary, and teaching experience of the respondents. Having studied the complete situation of the women teachers working in rural areas by considering various demographic and socio-economic factors which contribute to their work and social adjustment -mental health problems, appropriate intervention strategies can be evolved to overcome their adjustment problems either at their work place or home. The findings of the study will also helpful to highlight the urgent need to provide counselling to the women teachers working in higher secondary schools located in rural areas.

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