

Study on Adjustmental Problems and Job Satisfaction of Women School Teachers

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Abstract

The teacher is the dynamic force of the school. The future of the nation depends upon the quality of teachers. The country's success in teaching at all levels depends on the teachers who are the real architects of the nation. As social engineers the teacher can socialize and humanize the young children by their feminine qualities. Hence the quality of any educational system depends to large measures on the quality, competency and character of teachers. None is born as a quality teacher to determine the quality of education.

The women who really aspire to become teachers 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. Therefore through this study the investigator tried to find out, Professional Adjustment and Job Satisfaction of women teachers.

Key Words : Professional Adjustment, Job Satisfaction.

Introduction

Education is an important indicator of social development. Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important place in improvement of education. Teachers' role in society, in general and in education has been changing with time but the importance of this position is same. The teacher is the pre-requisite for the success of educational programmes. The main quality of teacher is the positive attitude towards education.

Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher

derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. Although the services of teachers are now respected everywhere, their adjustment with their vocation, pupil's life and environment is still at stake.

The teacher has to develop habits to meet with challenges in the desired manner and what may be called an adjustment. The quality of competent teachers depends on certain factors where the degree of level of adjustment present in the school environment. A well adjusted teacher works with dedication if they work with a free mind, their sense of responsibility will increase. In the light of this background, the aim of this study is to analyze the adjustmental problems and job satisfaction level of Women School teachers.

Concept of Adjustment

Adjusted teachers do much to bring about pupil adjustment and converse is also true". Like other individual, social economical and emotional factors also affect the teachers because teacher is also a human being. But teacher is different from others because of some responsibilities. She is the person who holds the responsibilities of making the future of human beings under the change. Hence, it is necessary for a teacher that she will be fully satisfied in all aspects. When she will be fully satisfied then she will do her work with best talent and then we can say that she is adjusted. Maladjusted teacher is a potential cause of the problem of indiscipline and quality of work suffers but also the development of the personality of the children under her charge is badly hampered, so that it may be stopped from multiplying in size. A maladjusted teacher fails to decide upon any cause of action or accept some ineffective and socially undesirable cause. In short her behavior is disturbing to her and to the students.

"Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment".

Arther / Gates and others (1958).

Concept of Job Satisfaction of Teachers

The success of any education system mainly depends on the quality of its teachers. Unless the teacher derives job satisfaction he cannot initiate desirable outcomes to cater to the needs of the society. Job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work. Every profession has got

certain aspects conducive for job satisfaction. At the same time, it has other aspects which lead to dissatisfaction. Teaching profession is no exception. If we know the dissatisfying factors we can try to reduce them and teachers can be happy in their occupation.

Job satisfaction is as important in the teaching profession as it is in any other profession. A professionally satisfied school teacher has a friendly attitude, greater enthusiasm and a higher value pattern. Such school teachers contribute immensely towards the educational advancement of the students, whereas a dissatisfied school teacher is generally found to be irritable, depressed, hostile and neurotic in his attitude. Such dissatisfied school teachers often makes the life of these students miserable, thereby causing a great harm to the institution as well as to the society. Thus, job satisfaction plays an important role to the employee in terms of health and well-being and also involves the pressures and aspirations connected with that work.

Review of Literature

- **Yasmina Akhter (2013)** : Teachers of government schools were better adjusted than teachers of private school in the areas of home, social and educational adjustment. Similar levels of adjustment were observed in emotional and health areas. In a study on a differential study of self-concept, personality adjustment and values of teachers at various levels, found that : On emotional stability, the female teachers perceived themselves as being more emotionally instable than the male teachers; Differences on occupational health, emotional and social adjustment were also significant among these groups of teachers; Similarly, value structures of the various groups of the various groups of teachers were also significantly different.
- **Niradhar Dey (2009)** : He conducted a study on 120 teachers to assess the teacher adjustment and mental health of secondary school. Mangal teacher adjustment inventory and CE mental health scale of teachers were used. The findings reveal that mental health and teachers' adjustment is associated with each other. A mentally healthy teacher can be expected to be highly adjustable and vice-versa. The female teachers were more mentally healthy and highly adjustable.
- **Seenivasan (2007)** : He observed job satisfaction of higher secondary school teachers in Tiruchendur. Forty one teachers were selected by adopting simple 62 random sampling method. It was found that the teachers belonging to different age groups did not differ significantly in

their overall job satisfaction. Further it was found that the teachers in the age group of 30-40 and 40-50 were most satisfied with all factors expect with interaction in the work group, nature of communications and curricular issues. The old teachers were not satisfied with the factors-opportunities for advancement. All the teachers irrespective of the sex were satisfied with their jobs. Male teachers were dissatisfied with the variable interaction in the work group. Female teachers were dissatisfied with the factor nature of communication.

All the teachers irrespective of their qualification were satisfied with their job. Further it was found that secondary grade teachers, graduate and postgraduate teachers were satisfied with all the job factors. The professional teachers were dissatisfied with the factor 'opportunity for career advancement' and curricular issues. Experience of the teachers did not have any effect on their overall job satisfaction. However, teachers differing in their experience differed significantly on the job factors. The low experienced group was dissatisfied with factors - salary, interaction in the work group, opportunity for advancement and nature of communications. The high experienced group was dissatisfied with factors personal benefits, working, working conditions, workload and opportunities for advancement.

- **M. Singh, G. Singh (2006)** : A Study on Family and Psychosocial Health Status of Middle-Aged Working Women of Varanasi City. *The Internet Journal of Third World Medicine*. Volume 3 Number 2. DOI: 10.5580/1518 : Women face different problems at different age group. Gender differences led women to bear dual role responsibility, which starts affecting health status in middle age with the onset of physical decline. Working women's problems are of three types viz., environmental, social and psychological. In each of them the problems emerge due to the stained situations at home and work place. In turn they are due to two factors, one is the inner conflict due to dual commitment and concern, and the other is the practical difficulty of combing the dual commitment.
- **Ianbull (2005)** : He studied relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape. The sample comprised teachers from 16 high schools. Research concluded that the overall job satisfaction of the teachers was relatively low. Results indicated that there were significant relationship between 58 pay and job satisfaction, advancement and job

satisfaction, co-workers and job satisfaction and between supervision and job satisfaction. There was no significant relationship between the nature of the job and job satisfaction. The results indicated that the strongest relationship existed between gender and job satisfaction. There was also a significant relationship between the age of respondents and job satisfaction.

- **Noll (2004)** : He examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.
- **Nayak (1982)** : In his study found adjustment and job satisfaction of married and unmarried female teachers. The sample consisted of 735 female teachers and lecturers in different higher secondary schools of Jabalpur district. The findings revealed that no significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found. It was also found that teaching aptitude had a significantly positive relationship with job satisfaction of married and unmarried female teachers of different categories working in rural or urban area.

Characteristics of Well-Adjusted Teachers

- **Awareness of her own strength and weaknesses** : A teacher should know her positive points that increases her ability towards work and her negative points that increases her ability towards work and her negative points also that makes her weak.
- **Respecting herself and others** : A well-adjusted teacher has respect for herself or public and others also then she will be able to get full cooperation of her students and colleagues in the classroom, institution and outside also.
- **Flexibility in behavior** : She should not be rigid in her attitude or way to her life. She can easily adjust according to her circumstances.
- **A realistic perception of the world** : She holds a realistic vision and is not given to fight of fancy. She always plans, thinks and act pragmatically.
- **A feeling of ease with her surrounding** : A well-adjusted teacher feels satisfied with her surroundings. She fits in her home and family when she enters a profession she has a love for it.

Factors Affecting Adjustment of Teachers

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

- **Economic Hardships** : The financial position of the teacher is poor. Most of the teacher can hardly both ends meet. They have limited income. That does 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.
- **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.
- **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 excess work depends on emotional tensions and mental fatigue which if continued for a long period leads to anxiety. It has a damaging effect on the mental health of teachers and may lead him to be maladjusted.
- **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 students. This type of attitude is insulting and injurious to the self-respect of teachers. These injuries to their ego causes ill mental health and maladjusted.

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.

- **Lack of Recreational Facilities** : There is dearth of recreational facilities for teachers in our schools.

- **Feeling of cast, creed and religion :** In various educational institutes preference is given on the basis of cast 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 recent against the malpractice and injustice of authorities.
- **Antalogistic Attitude of students :** There is growing indiscipline among students. In the school it is the 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 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 there is maladjustment.

Job satisfaction is a complex phenomenon having multiple inter co-related casual factors :

Personal, social, cultural and economic. Givens was found in this study that job satisfaction and years of experience in teaching, a number of years worked in current location, the annual salary, future career plans, and satisfaction from the teaching profession³ so the Job satisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general. Job satisfaction depends on various attitudes of an employee, related to the job and is concerned with factors like wages, supervision steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations in the job, treatment by employer, work environment and other such related factors. Other personal factors such as employee's age, gender, health temperament and level of aspiration should also be considered.

Adjustment and Teaching Profession

Adjustment plays an important role to determine the success of failure of a person. Our world is rapidly changing and each change makes new demands of our ability to adapt. The adaptation of an individual to his physical and social environment is considered important for survival. Thus adaptation as a biological concept formulating the base for physiological concept of adjustment.

Adjustment in teaching profession is all more important because it helps in maintaining balance between his/her needs and circumstances in which he is teaching. Thus the satisfaction of his desires reflect the behaviour of a person. A well- adjusted person can think clearly, act confidently, and 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 he is not only harming himself but doing a great harm to the children under his supervision and to the society at large. Adjusted teachers do much to bring about pupil adjustment and the converse is also true whether or not a class in smooth running and effective would measure the degree of personal adjustment of the teacher.

Role of Well Adjusted Teacher

No people can rise above the level of her teachers. The national policy of Education (1986) : “We live in secular, democratic, republic and the Indian situation. The teacher performs various roles. She is transmitter of culture, builder of the character and personality of the children, conveyor of moral and ethical values, architect of the future of the nation, acts as a guide and counselor, inspires social change etc.” There was a time when entire system of education revolved around the teacher.

The teacher was the king pin. She was respected and treated as ‘Guru’. But now the time is totally changed. Our national developments depend upon the child and teacher adjustment. The pupil teachers are ‘trained to Train’. Children and not ‘Educated to Educate’ them. It is a reality that is taught some basic laws of psychology only. Teacher should be able to read the twinkle in the eyes of her pupils.

Conclusion

The quality of education determines the quality of citizen of a country. The quality of education largely depends upon the quality of teachers. Quest for quality in education has been a cry in wilderness. We have been placing it, in an elusive triangle where quality and quantity forms other two points. But operational framework on educational action strategies emphasizes quality but rarely states it or illustrates it. Assessment of professional adjustment, job preference and job satisfaction through well-developed tools provide a comprehensive and valuable base, for engineering teacher quality and hence, quality in education. The present study has its implications for educational administrators, teachers, teacher educators and school personnel. It is high time for us to prepare quality of teachers who will mould the wisdom of coming generation.

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