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Social Adjustment of Elementary School Teachers In Relation To Family Environment

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Abstract

Normally a teacher's social life is directly linked to their family environment or family life. The feeling of anxiety towards his profession leads to maladjustment which affects his family, his thinking, his emotional reactions and attitude towards spouse and paying other homely responsibilities. The major purpose of this study was therefore to highlight the relationship of family environment to teacher's social adjustment. Descriptive research method with simple random sampling was used for the present study. The sample consisted of 150 elementary school teachers of Punjab. The result reflected that male teachers have more social maturity than females and family environment and social adjustment among teachers is not correlated significantly.

INTRODUCTION

Social adjustment depends on individual interpersonal relations and their interaction in the group, say in the classroom or the school. Good (1959) defined that social adjustment is the course of espousing moods appropriate to the environment or changes in the environment. Zupancic (2001) confers that socially well- adjusted individual is happy, cooperative and sympathetic.

Goyat (2012) reported insignificant difference in adjustment of rural and urban, male and female and primary school teachers. Saini and Rita (2012) explored that there is insignificant difference between male and female teachers with respect to ethical, social, home and total adjustment. However male and female teachers differ significantly in their institutional, economic and health adjustment. Malhotra and Suman (2012) found a significant positive relationship of age and experience with adjustment among secondary school teachers.

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Nadeem & Gawhar (2013) conducted study on social adjustment of private and government school teacher in relation to their teaching efficacy. The study examined that there is positive correlation between social adjustment and teaching efficacy of school teachers, teacher who are more socially adjusted are more involved in social activities. Idiok and Ackley (2018) conducted a study on Nigerian students of adolescents and found that students' social adjustment is strongly influenced by family structure. As students, teachers are also the nation builder and their social adjustment in turn effects the social adjustment of students. The major purpose of this study was therefore to highlight the relationship of family environment to teacher's social adjustment.

OBJECTIVES OF THE STUDY

1. To compare the social adjustment and perceived family environment of elementary school teachers on the basis of gender.
2. To find out the relationship between social adjustment and family environment of elementary school teachers.

METHODOLOGY

The present study is correlational in nature. In order to get a representative sample the researcher collected the data from Jalandhar district of Punjab, India through simple random sampling. In the present study sample was 150 elementary school teachers. To measure the social adjustment and family environment of elementary school teachers following tools were used by investigator (a) Social Adjustment Inventory (SAI) by Dr. R.C. Deva (1990) and (b) Family environment scale by Harpreet Bhatia and Dr. N.K. Chadha (1993).

Results and Discussion

1) Result Pertaining to Difference in Social Adjustment of Elementary School Teachers on the Basis of Gender

Table 1: Difference between Difference in Social Adjustment of Elementary School Teachers on the Basis of Gender

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Dimensions	Gender	Mean	SD	t-value
EMS	Male	38.91	9.27	1.82
	Female	29.89	14.71	
SMS	Male	30.66	10.37	2.66*
	Female	55.28	30.66	
Total	Male	94.20	31.69	5.78*
	Female	60.55	14.61	

***=Significant at 0.01 and 0.05 level**

A look at above table 1 shows that mean score of elementary males and female school teachers on the EMS dimension are 29.89 and 38.91 respectively. The SD computed for male teachers is 9.27 and for female teachers is 14.71. The t-value calculated for male and female elementary school teachers is 1.87 which is not significant at both levels of significance. This specifies that, there is insignificant difference in the EMS dimension of male and female elementary school teachers. The difference in mean score may be a chance factor or statistical error.

A look at above table shows that mean score of elementary male and female school teachers on the SMS dimension are 30.66 and 55.28 respectively. The SD computed for male teachers is 10.37 and for female teachers is 30.66. The t-value calculated for male and female elementary school teachers is 2.66 which is significant at both levels of significance. This shows that, there is significant difference in the SMS dimension of male and female elementary school teachers. It is also clear from mean score that males have more social maturity as compared to females.

A look at above table shows that total mean score of elementary male and female school teachers on social adjustment are 94.20 and 60.55 respectively. The SD computed for male teachers is 31.69 and for female teachers are 14.61. The t-value calculated for male and female elementary school teachers is 5.78 which is significant at

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both levels of significance. This designates that, there is significant difference in the social maturity of male and female elementary school teachers. Thus, the hypothesis for the study "There exists no significant difference in the social maturity of male and female elementary school teachers" remains rejected. It is also clear from mean score that males have more social maturity as compared to females.

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2) Result pertaining to difference in the perception of elementary school teachers on different dimensions of family environment with respect to Gender

Table 2: Difference in the Perception of Elementary School Teachers on Different Dimensions of Family Environment with Respect to Gender

Dimension	Gender	Mean	S.D.	T-Value	Interpretation
Cohesion	Male	44.36	9.37	1.59	NS
	Female	37.44	9.67		
Expressiveness	Male	33.78	10.60	0.01	NS
	Female	37.46	8.37		
Conflict	Male	38.64	6.93	0.24	NS
	Female	37.10	9.04		
Acceptance and caring	Male	37.91	7.75	0.90	NS
	Female	37.75	8.54		
Independence	Male	31.35	8.20	0.09	NS
	Female	38.62	37.22		
Active-Recreational Orientation	Male	30.24	8.60	0.05	NS
	Female	32.98	7.91		
Organization	Male	6.39	1.34	0.03	NS
	Female	5.54	1.22		
Control	Male	13.04	3.03	0.09	NS
	Female	16.09	15.73		

NS=Not significant

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A look at the table 2 showing the mean score, SD, and t-value of the male and female elementary school teachers regarding their perception of family environment in different dimensions reveals that male and female elementary teachers do no differ significantly in their perception of family environment. That is the type of family environment perceived by male and female elementary school teachers is almost same. Thus, the hypothesis of the study "There exists no significant difference in perception of male and female elementary school teachers with respect to their family environment" is accepted.

The mean scores of male and female teachers on all dimensions of family environment show that they perceive their family environment average on all dimensions.

3) Results pertaining to relationship between dimensions of family environment and social adjustment.

Table 3: Correlation Between Family Environment Perceived By Elementary School Teachers And Their Social Adjustment

Variables	**N**	**Coefficient of correlation**	**Interpretation**
Social Adjustment Cohesion	150 150	0.27	Positive Correlation, Very low, Not significant
Social Adjustment Expressiveness	150 150	-0.07	Negative Correlation, Negligible, Not significant
Social Adjustment Conflict	150 150	0.08	Positive Correlation, Negligible, Not significant
Social Adjustment Acceptance and Caring	150 150	-0.002	Negative Correlation, Negligible, Not significant
Social Adjustment	150	-0.08	Negative Correlation,

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Active recreational dimension	150		Negligible, Not significant
Social Adjustment Independence	150 150	-0.02	Negative Correlation, Negligible, Not significant
Social Adjustment Organization	150 150	0.22	Positive Correlation, Very low, Not significant
Social Adjustment Control	150 150	-0.08	Negative Correlation, Negligible, Not significant

Table 3 displays that the coefficient of correlation (0.27) between social adjustment and cohesion dimension of family environment is positive but low. Hence it may be interpreted that social adjustment of elementary school teachers in not influenced by cohesion in family. The reason for the above findings can be that social skills of children are influenced by family but as teachers are mature enough family environment has no influence on their social skills, they take both the environment separately.

Table 3 displays that the coefficient of correlation (-0.07) between social adjustment and expressiveness dimension of family environment is negative but negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by expressiveness in family. The reason may be that elementary school teachers may not be allowed to express in family but in society they get ample opportunities to express. Hence family environment exerts no influence.

Table 3 displays that the coefficient of correlation (0.08) between social adjustment and conflict dimension of family environment is positive but negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by conflict in family.

Table 3 displays that the coefficient of correlation (-0.002) between social adjustment and Acceptance and Caring dimension of family environment is negative

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and negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by acceptance and caring in family.

Table 3 displays that the coefficient of correlation (-0.08) between social adjustment and Active recreational dimension of family environment is negative and negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by active recreational environment in family. The reason for negligible relationship can be that opportunities for active and recreational environment in family is not directly developing social skills of a person.

Table 3 displays that the coefficient of correlation (-0.02) between social adjustment and independence dimension of family environment is negative and negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by independence in family. The teachers may have independence in family but if they are not independent at their workplace, they will not be able to adjust themselves there.

Table 3 displays that the coefficient of correlation (0.22) between social adjustment and Organization dimension of family environment is positive and very low. Hence it may be interpreted that social adjustment of elementary school teachers is influenced to a very little extent by organization in family, organization in family leads to some degree of social adjustment of elementary school teachers. As it makes individual learn to be organized in his life also.

Table 3 displays that the coefficient of correlation (-0.08) between social adjustment and control dimension of family environment is negative but negligible. Hence it may be interpreted that social adjustment of elementary school teachers is not influenced by control in family.

Therefore, the hypothesis of the study "There exists no relationship between social adjustment of elementary school teachers and their family environment" is not rejected.

Conclusion

Since elementary school teachers were found to have average perception regarding family environment in all dimensions, more efforts should be put by family

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members to provide conducive and healthy environment. Since male elementary school teachers possess more social adjustment as compared to female elementary school teachers, hence female elementary school teachers should be provided with more opportunities to grow socially. They should be provided with more opportunities to participate in various seminars, conference, refresher courses and orientation programmes. The elementary school teachers whether male or female should be provided with equal opportunities in their family environment. The same is revealed from the study also.

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