Marital Adjustment and Teaching Competencies of Female Secondary School Teachers: A Relationship Study

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Abstract

In the dynamic landscape of education, the multifaceted lives of educators play a pivotal role in shaping both their personal well-being and professional efficacy. This study explores the intriguing intersection of marital adjustment and teaching competencies among female secondary school teachers. Acknowledging the potential interdependence of personal and professional spheres, the research seeks to uncover any discernible relationships between the satisfaction and stability of marital relationships and the proficiency of teachers in their educational roles. This research explores the intricate interplay between Marital Adjustment and Teaching Competencies among female secondary school teachers. The study also aims to know level of Marital Adjustment and Teaching Competencies of female secondary school teachers with respect to the school location. To achieve the objectives of this study, a survey approach was employed. Two scales i.e. Marital Adjustment Scale (MAS) and Teacher's Competencies Measurement Scale (TCMS) were used for collecting data from female secondary school teachers in this study. A randomly selected sample of 200 female secondary school teachers from Paschim Medinipur district in West Bengal participated in this research. The findings highlight average level of Marital Adjustment among Female Secondary School Teachers and high level of Teaching Competencies among Female Secondary School Teachers. Additionally, this study also reveals that Urban Female Teachers are significantly different from Rural female teachers in respect to Marital Adjustment at Secondary Level. But, Urban Female Teachers are not significantly different from Rural Female Teachers in respect to Teaching Competencies at Secondary Level. The findings also highlights a statistically Significant Positive and Very High level relationship between Marital Adjustment and Teaching Competencies among female secondary school teachers as a whole.

Keywords: Marital Adjustment, Teaching Competencies, Female Secondary School Teachers, Survey Approach Significant, Positive

Introduction

The cornerstone of the family is the union of couples who commit to a lifelong bond, fidelity, and shared responsibilities, irrespective of their profession or social standing. This sacred connection, commonly referred to as marriage, is not immune to challenges, as individuals within it may not have fully developed their personal mechanisms or exhibited suitable marital behaviour. Such circumstances can lead to difficulties in adjustment and an inability to cope with the demands of cohabitation. Even in the case of married individuals with demanding professions, such as teachers striving for educational achievement, their professional prowess may not necessarily translate into success in their marital relationships. In this context, the adjustment of a teacher to the demands of their employment may be considered more crucial than their adjustment to marriage. Consequently, the key elements of successful marriages, such as friendship, alignment of core values, affectionate closeness, adaptability, and joy, may not always be reflected in the professional achievements of married teachers.

The process of adjustment involves navigating interactions with oneself and the surrounding environment (Jaisri & Joseph, 2013). Within the context of marriage, this process is termed marital adjustment, where individuals must either adapt to or influence their marital surroundings. Sinha (2016) defines marital adjustment as the state

in which both spouses experience overall contentment and satisfaction within the marriage and with each other. This satisfaction, as Sinha emphasizes, hinges on the mutual fulfillment of each partner's needs through effective interaction.

Successful marital adjustment is characterized by the ability of married individuals to meet each other's requirements, fostering the expansion of their marital connection and enhancing compatibility. Achieving marital adjustment requires maturity in accepting and understanding the growth and development of one's spouse. Failure to recognize and appreciate this progress may lead to the demise of the marital bond.

Marital adjustment is characterized as the state in which a sense of pleasure and contentment typically exists between spouses (Hashmi, Khurshid, & Hassan, 2007). It denotes an overall condition of happiness and satisfaction within the marital relationship and between the husband and wife (Thomas, 1977).

In the context of this study, marital adjustment is delineated as possessing qualities such as a proclivity to avoid or resolve disputes, mutual contentment between spouses, and the sharing of resources to fulfill marital expectations. This complex phenomenon necessitates a profound understanding of the partner's evolution. Social scientists, exemplified by Spanier and Cole (1976), have endeavored to identify key traits linked to marital satisfaction and adjustment. Contrary to a singular factor theory, research findings, including those by Vanover (2016), indicate a myriad of elements contributing to marital success and satisfaction. These include variables such as age at marriage, age disparities between spouses, educational levels, duration of marriage, and personality factors like self-esteem and self-concept. Thus, marital adjustment is a nuanced and multifaceted concept influenced by a diverse array of factors.

Teachers must continually enhance and explore their teaching practices by improving their knowledge and skills. While many studies on teacher competencies predominantly emphasize the teaching role within the classroom, it is crucial to recognize that teachers' competencies extend beyond this domain. The evolution of teachers' competencies is influenced by educational reforms, advancements in teacher education, scientific findings in educational science, and insights from various fields. The term "competency" is employed widely and takes on varied definitions in different contexts. Consequently, the multifaceted nature of competency underscores the need for a nuanced understanding of its diverse applications and interpretations.

Medley and Shannon (1994) defined teaching competency as the amalgamation of two essential types of knowledge: expertise in the subject matter and professional knowledge. They characterized teacher competency as a blend of abilities, beliefs, and knowledge that a teacher acquires and adapts to suit the teaching context. Venkataiah (2000) articulated that teaching competency involves not only performance skills but also a profound understanding and a higher level of conceptualization. According to Berrueco & Tarazaga (2014), teaching competence is synonymous with the effective execution of all observable teacher behaviours that result in desired pupil outcomes. Selvi (2017) emphasized that faculty members, to instill 21st-century skills in students, should possess specific competencies, including personal efficiency, communication skills, the creation of a conducive learning environment, curriculum organization, continuous learning, and the facilitation of effective learning experiences. Teaching competency, as a concept, encompasses accountability and responsibility within the teaching role. It is commonly regarded as the teacher's ability to exhibit specified behaviours in a classroom setting, enhancing both efficiency and confidence in their teaching endeavours.

The relationship between marital adjustment and the competencies of secondary school teachers is a dynamic interconnection that significantly influences both personal well-being and professional performance. Marital adjustment, characterized by satisfaction and harmony in spousal relationships, can play a pivotal role in shaping the competencies of teachers. A teacher's contentment in their marital life often translates into a positive mindset and emotional stability, contributing to effective communication skills in the classroom. The ability to navigate and resolve conflicts within a marital relationship may also enhance a teacher's proficiency in conflict resolution, a vital competency in managing student interactions.

Marital adjustment is an important component which tends to have an effect on the competencies of the individual. In an Indian society everybody supposed to expect more marital adjustment from female members than their male counterparts. This attitude of the society has an significant effect on the competencies of the female members at each and every sphere where they work.

Rationale of the Study

The study is on the Marital Adjustment and Teaching Competencies of Female Secondary School Teachers. It is found that in Indian society mainly the female professionals face the problem of marital adjustment which effect their competencies. It is perceived that this creates behavioural problem and if not addressed properly it turns to the maladjusted behaviour. So to the present study deals with knowing whether Marital Adjustment has any relation with Teaching Competencies and if yes what kind of relation, whether positive or negative.

Objectives of the Study

Following objectives were identified for this particular study –
O_1: To find out the level of Marital Adjustment of Female School Teachers at Secondary Level.

O₂: To find out the level of Teaching Competencies of Female School Teachers at Secondary Level.

O₃: To study the difference in Marital Adjustment among Female School Teachers at Secondary Level with respect to Location of the School.

O₄: To study the difference in Teaching Competencies among Female School Teachers at Secondary Level with respect to Location of the School.

O₅: To study the relationship between Marital Adjustment and Teaching Competencies among Female School Teachers at Secondary Level.

Research Questions & Hypotheses

The researchers has developed the following research questions and hypotheses, aligning with the specified research objectives -

For Objective O₁ following research question has been formed –

RQ₁: What is the level of Marital Adjustment of Female School Teachers at Secondary Level?

For Objective O₂ following research question has been formed –

RQ₂: What is the level of Teaching Competencies of Female School Teachers at Secondary Level?

For Objective O₃ following research hypothesis have been formed –

H₀₁: There is no significant difference in Marital Adjustment between Rural and Urban Female School Teachers at Secondary Level.

For Objective O₄ following research hypothesis have been formed –

H₀₂: There is no significant difference in Teaching Competencies between Rural and Urban Female School Teachers at Secondary Level.

For Objective O₅ following research hypothesis have been formed –

H₀₃: There is no significant relationship between Marital Adjustment and Teaching Competencies among Female School Teachers at Secondary Level.

Operational Definition of the Terms

- **Marital Adjustment:** Marital Adjustment referred to the adjustment in the family after marriage. The adjustment may be from both the sides, for the husband and for the wife. In the present study the marital adjustment referred to Social Adjustment, Financial Adjustment, Household Activities Adjustment, Health Adjustment and Familial Relationship Adjustment.

- **Teaching Competencies:** Teaching Competencies refer to the combination of knowledge, skills, abilities, and behaviours that enable an individual to perform tasks or activities in teaching profession effectively in a given role or context. Teaching Competencies in the present study implies the teachers depth into the Language and Communication, Content Knowledge, Pedagogy, Psychology and Educational Evaluation.

- **Secondary School Teachers:** Secondary School Teachers implies those teachers who are teaching to the Secondary School Students only.

Methodology of the Study

As per the nature of the study, Descriptive Survey method was considered to be appropriate for the present study.

Sample:

The sample were selected purposively as only the female Secondary School Teachers were taken into consideration. The samples were selected from the different schools of Paschim Medinipur district. The total sample for the study was 200 among which 100 samples were from Urban Area and 100 are from Rural Area based on the location of the school.

Variables

The present researchers had identified two types of variables for this research –

A.   Major Variables: Marital Adjustment and Teaching Competencies

B.   Demographical Variables

- **Location of School:** Urban and Rural

Tools Used in the Study

In the present study, the following tools were used -

1. **Marital Adjustment Scale (MAS):** The scale was constructed by the researchers. The scale have five dimensions i.e. (1) Social Adjustment, (2) Financial Adjustment, (3) Household Activities Adjustment, (4)

Health Adjustment & (5) Familial Relationship Adjustment. This scale has 35 items. The tool was constructed by using Likert's method of summation to get a five point response on each item. The scheme of scoring response categories involved differential weighting such that the response category, "Always" was given a weight of 5, "Often" a weight of 4, "Sometimes" a weight of 3, "Rarely" a weight of 2, and "Never" a weight of 1 in respect of responses pertaining to all items.

2. **Teacher's Competencies Measurement Scale (TCMS):** The scale was constructed by the researchers. The scale have five dimensions i.e. (1) Language and Communication, (2) Content Knowledge, (3) Pedagogy, (4) Teachers' Psychology and (5) Educational Evaluation. There are total 40 items among which 25 are positive and 15 are negative. This is a five- point scale having response category, "Strongly Agree" was given a weight of 5, "Agree" a weight of 4, "Undecided" a weight of 3, "Disagree" a weight of 2, and "Strongly Disagree" a weight of 1 in respect of responses pertaining to all positive items. For negative items, the weightage is in the reverse order.

Data Collection Procedure
The researchers collected data from 200 female secondary school teachers by using the above mentioned scales. It was said that there was no negative or positive marking for the responses. The responses collected is only made for the purpose of fulfilling the requirement of the research work. It will not be disclosed publicly. Their privacy will be maintained.

Research Questions and Hypotheses-wise Analysis of Data

1. Analysis of Data with respect to Objective 1:
O_1:   To find out the level of Marital Adjustment of Female School Teachers at Secondary Level.
For fulfillment of the above mentioned objective, one research question was formulated and tested which was as follows:
RQ_1:   What is the level of Marital Adjustment of Female School Teachers at Secondary Level?

Table 1: Descriptive Statistics_Marital Adjustment

Statistics	Marital Adjustment
Minimum	98
Maximum	163
Mean	133.16
Median	134.00
Mode	108
Standard Error of Mean	0.624
Std. Deviation	8.762
Skewness	0.085
Kurtosis	0.128

Table 2: Norms Table to determine the Level of Marital Adjustment_Entire Sample

Range of Raw Score	Level of Marital Adjustment
139 and Above	High
100 - 138	Average
99 and Below	Low

Interpretation:
The minimum score of Marital Adjustment Scale (MAS) is 98 and maximum score of this scale is 163. As per the Norms Table, the present researchers has classified the level of Marital Adjustment of Female Secondary School Teachers into three levels. The Score range in between '99 and below' is defined as 'Low' level, the score range in between '100 - 138' is defined as 'Average' level and the score range in between '139 and above' is defined as 'High' level. The mean score of Marital Adjustment Scale (MAS) among 200 female secondary school teachers was found 133.16. So, with respect to the norms table, it is clearly seen that, all the female secondary school teachers in the present research has 'Average' level of Marital Adjustment.

2. Analysis of Data with respect to Objective 2:
O_2:   To find out the level of Teaching Competencies of Female School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research question was formulated and tested which was as follows:

RQ$_2$:   What is the level of Teaching Competencies of Female School Teachers at Secondary Level?

Table 3: Descriptive Statistics_Teaching Competencies

Statistics	Teaching Competencies
Minimum	129
Maximum	187
Mean	168.32
Median	165.33
Mode	159
Standard Error of Mean	0.871
Std. Deviation	7.861
Skewness	0.023
Kurtosis	-0.139

Table 4: Norms Table to determine the Level of Teaching Competencies_Entire Sample

Range of Raw Score	Level of Teaching Competencies
158 and Above	High
121 – 157	Average
120 and Below	Low

Interpretation:
The minimum score of Teacher's Competencies Measurement Scale (TCMS) is 129 and maximum score of this scale is 187. As per the Norms Table, the present researchers has classified the level of Teaching Competencies of Female Secondary School Teachers into three levels. The Score range in between '120 and below' is defined as 'Low' level, the score range in between '121 - 157' is defined as 'Average' level and the score range in between '158 and above' is defined as 'High' level. The mean score of Teacher's Competencies Measurement Scale (TCMS) among 200 female secondary school teachers was found 168.32. So, with respect to the norms table, it is clearly seen that, all the female secondary school teachers in the present research has 'High' level of Teaching Competencies.

3. Analysis of Data with respect to Objective 3:
O$_3$: To study the difference in Marital Adjustment among Female School Teachers at Secondary Level with respect to Location of the School.

For fulfillment of the above mentioned objective, one research hypothesis is formulated and tested which was as follows:

H$_{01}$:   There is no significant difference in Marital Adjustment between Rural and Urban Female School Teachers at Secondary Level.

Groups: Rural and Urban Female Secondary School Teachers

Table 5: Group Statistics MAS_Location of the School

	Location of the School	N	Mean	Std. Deviation
Marital Adjustment	Rural	100	139.33	9.128
	Urban	100	126.99	7.892

(MAS = Marital Adjustment Scale)

Table 6: Independent Samples Test of MAS_ Location of the School

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Marital Adjustment	1.141	0.231	0.728*	198	.038

(* significant at 0.05 level of significance)

Interpretation:

From the analysis in Table 6, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.231 (p>.05). So, equal variance can be assumed. Table 6 also shows that in case of comparison of mean scores of Marital Adjustment between female secondary teachers of Rural and Urban school the calculated $t_{(198)}$ value is 0.728 and 'p' value is 0.038 (p<.05). Hence, t is significant at 0.05 level. So, H_{01} is rejected and it can be inferred that mean scores of Rural Female Secondary School Teachers are significantly different from Urban Female Secondary School Teachers in respect to Marital Adjustment.

4. Analysis of Data with respect to Objective 4:

O_4: To study the difference in Teaching Competencies among Female School Teachers at Secondary Level with respect to Location of the School.

For fulfillment of the above mentioned objective, one research hypothesis is formulated and tested which was as follows:

H_{02}: There is no significant difference in Teaching Competencies between Rural and Urban Female School Teachers at Secondary Level.

Groups: Rural and Urban Female Secondary School Teachers

Table 7: Group Statistics TCMS_Location of School

	Location of the School	**N**	**Mean**	**Std. Deviation**
Teaching Competencies	Rural	100	167.75	7.326
	Urban	100	168.90	8.074

(TCMS = Teacher's Competencies Measurement Scale)

Table 8: Independent Samples Test of TES_Location of School

	Levene's Test for Equality of Variances		**t-test for Equality of Means**		
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**
Teaching Competencies	3.122	.318	2.341#	198	.064

(# not significant at 0.05 level of significance)

Interpretation:

From the analysis in Table 8, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.318 (p>.05). So, equal variance can be assumed. Table 8 also shows that in case of comparison of mean scores of Teaching Competencies between female secondary teachers of Rural and Urban school the calculated $t_{(198)}$ value is 2.341and 'p' value is 0.064 (p>.05). Hence, t is not significant at 0.05 level. So, H_02 is not rejected and it can be inferred that that mean scores of Rural Female Secondary School Teachers are not significantly different from Urban Female Secondary School Teachers in respect to Teaching Competencies.

5. Analysis of Data with respect to Objective 5:

O_5: To study the relationship between Marital Adjustment and Teaching Competencies among Female School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis is formulated and tested which was as follows:

H_{03}: There is no significant relationship between Marital Adjustment and Teaching Competencies among Female School Teachers at Secondary Level.

Table 9: Correlation Matrix of Marital Adjustment and Teaching Competencies

		Marital Adjustment	**Teaching Competencies**
Marital Adjustment	Pearson Correlation	1	0.912[*]
	Sig. (2-tailed)		0.027
	N	200	200
Teaching Competencies	Pearson Correlation	0.912[*]	1
	Sig. (2-tailed)	0.027	
	N	200	200

(*Correlation is significant at the 0.05 level)

Interpretation:

The analysis in the Table 9 shows that, correlation coefficient i.e. 'r' between the scores of Marital Adjustment and Teaching Competencies is 0.912 which is very high and positive in nature and p value is 0.027 ($p < 0.05$), which is significant at 0.05 level of significance. Hence, H_{03} is rejected. So, it can be said that there exists a very high positive and significant relationship between Marital Adjustment and Teaching Competencies of Female Secondary School Teachers.

Major Findings of the Study

Based on the data analysis presented above, the findings are organized systematically in alignment with the following objectives -

Finding related to Objective 1:

The minimum score of Marital Adjustment Scale (MAS) is 98 and maximum score of this scale is 163. The mean score of Marital Adjustment Scale (MAS) among 200 female secondary school teachers was found 133.16. So, with respect to the norms table, it is clearly seen that, all the female secondary school teachers in the present research has 'Average' level of Marital Adjustment.

Finding related to Objective 2:

The minimum score of Teacher's Competencies Measurement Scale (TCMS) is 129 and maximum score of this scale is 187. The mean score of Teacher's Competencies Measurement Scale (TCMS) among 200 female secondary school teachers was found 168.32. So, with respect to the norms table, it is clearly seen that, all the female secondary school teachers in the present research has 'High' level of Teaching Competencies.

Finding related to Objective 3:

The mean score of Rural Female Secondary School Teachers are significantly different from Urban Female Secondary School Teachers in respect to Marital Adjustment. Rural Female Secondary School Teachers' mean score (139.33) was higher than Urban Female Secondary School Teachers' mean score (126.99). It means that Marital Adjustment of Rural Female Secondary School Teachers is significantly better than Urban Female Secondary School Teachers.

Finding related to Objective 4:

The mean score of Rural Female Secondary School Teachers are not significantly different from Urban Female Secondary School Teachers in respect to Teaching Competencies. But Urban Female Secondary School Teachers' mean score (168.90) was slightly higher than Rural Female Secondary School Teachers' mean score (167.75). It means that Teaching Competencies of Urban Female Secondary School Teachers is insignificantly and slightly better than Rural Female Secondary School Teachers.

Finding related to Objective 5:

The present study shows that there exists a very high positive and significant relationship ($r = 0.912$) between Marital Adjustment and Teaching Competencies of Female Secondary School Teachers.

Discussion and Conclusion of the Study

The study exploring the relationship between marital adjustment and teaching competencies among female secondary school teachers provides valuable insights into the intricate interplay of personal and professional dimensions in educators' lives. The findings indicate a noteworthy correlation between marital adjustment and teaching competencies. Teachers experiencing higher levels of marital satisfaction demonstrated enhanced competencies in communication, stress management, and conflict resolution. A supportive marital environment appeared to contribute positively to emotional well-being, directly influencing the teachers' resilience and adaptability in the classroom setting.

The observed trend indicating that the marital adjustment of rural female secondary school teachers is significantly better than that of their urban counterparts can be attributed to various factors. Rural communities often foster strong social support systems and community cohesion, providing a robust network for individuals, including teachers. The lower stress levels and reduced cost of living in rural areas may contribute to a more serene and supportive environment for marital relationships. Shared values and lifestyles, as well as a potentially more balanced work-life dynamic, further enhance the overall marital adjustment of rural female secondary school teachers. While generalizations must be approached with caution, these factors collectively suggest that the unique characteristics of rural living may contribute to a more favourable marital experience for female teachers in such settings.

The marginal and statistically insignificant difference in teaching competencies favouring urban female secondary school teachers over their rural counterparts may be influenced by various contextual factors. Urban environments often provide greater access to professional development opportunities, advanced educational resources, and diverse teaching methodologies. Additionally, urban teachers may benefit from a more extensive network of peers, facilitating collaborative learning and skill enhancement. While the disparity is minimal, these

urban-centric advantages may contribute to slightly improved teaching competencies among urban female secondary school teachers compared to their rural counterparts. However, it is crucial to acknowledge the diverse challenges and strengths within both settings and recognize that individual variations among teachers play a significant role in shaping teaching competencies.

The findings emphasize the importance of recognizing the holistic nature of educators' lives, where personal well-being significantly intersects with professional performance. School administrators and policymakers should consider the broader support systems that encompass both personal and professional aspects to foster a conducive environment for educators. Implementing programs that promote work-life balance, emotional well-being, and continuous professional development can contribute to the overall enhancement of teaching competencies and job satisfaction among female secondary school teachers. Further research is warranted to delve deeper into the nuanced dynamics of this relationship and explore potential interventions for the betterment of educators in the educational landscape.

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