



FAMILY ADJUSTMENT IN RELATION TO PROFESSIONAL LIFE STRESS

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Abstract

In today's world, the life styles of people have totally changed because of the changes in the physical and socio-cultural environment with the advent of information technology. This new life style has led to stress. A Women Teacher is adversely affected by the Professional life Stress as it lowers his ability to function effectively. The study has been conducted to investigate the levels of Professional life Stress and Family Adjustment of the women Teachers. It also examines the relationship between the Professional life Stress and Family Adjustment of the women Teachers. The study was made on a random sample of 500 teachers in Cuddalore district. The tools used in the study were the Family Dyadic Adjustment Scale by Spanier and Professional Stress Inventory for Teachers by Sheeja. The study reveals the fact that the level of Professional life Stress and Family Adjustment of the women Teachers are at high levels.

Keywords: Vedic Period, Stress, Laws of Manu and Family Adjustment



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Introduction

The Rig Veda reveals that during early Vedic or Vedic period woman had an excellent position and they enjoyed full freedom and equality with men. The Vedic culture believed that men and women were created as equals. Rig Vedic women enjoyed economic independence also to a certain extent. For instance, women in ancient India not only had freedom of movement within the country, but also they carried on their activities outside the country. The Early Vedic age or Vedic age which extended from 1500 B.C. and the post-Vedic age from 1000 B.C. to 500 B.C. There were many women poets and philosophers during this period. It shows that Aryans never neglected or showed prejudice towards women as far as their education was concerned. This may be due to the fact that they were not conscious of the gender power-politics and a conflict at that time, as society was not so complex and was at a developing stage (Majaundar, 1964). The position of women was much better in this period than the subsequent times. The position of women underwent changes with the passage of time mainly because of the foreign invasion after the fall of the

Mauryas. Gender discrimination in India was very clear in the post-Vedic patriarchal system designed by Manu in his Manusmriti, (Laws of Manu) who was the first to codify the laws in India. Their suffering or suppression changed considerably in modern India in 21st century particularly, after the independence. Their subjugation by the male dominance has seen some ending in post-independence era. Women in India now participate in all activities such as education, economics, politics, media, art and culture, service sectors, science and technology, legal etc. The principle of gender equality is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles. The Constitution of India guarantees to all Indian women equality, no discrimination by the State, equality of opportunity, and equal pay for equal work. In addition, it allows special provisions to be made by the State in favour of women and children, renounces practices derogatory to the dignity of women, and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief.

Family Adjustment

Family adjustment as ‘the state in which there is an overall feeling in husband and wife of happiness and satisfaction with their marriage and with each other’. All the marriages are aimed at happiness in one or another way. Most couples marry filled up with expectations. Some of the expectations will be realistic while others unrealistic. This is due to the complex nature of marriage and each individual is as complex as a universe. Therefore, in marriage two universes close together. Marital adjustment calls for maturity that accepts and understands growth and development in the spouse. If this growth is not experienced and realized fully, death in marital relationship is inevitable. A relationship between couples is not instantaneous rather a slow progress. “It is like the undetected cancer that kills silently and softly”. In the present educational scenario, the whole world is changing in global village. High individually, selfishness family dissatisfaction, corruption, high Materialism have become the Main features of the society. Since the teacher is also a part of the society. These factors also affect teacher’s mental health and family adjustment. In changing times and advent of Knowledge explosion the teachers have to keep themselves abreast of the expectation of their students.

Professional life Stress

Professional stress results in a variety of negative effects, including absenteeism, stress-related illness, high staff turnover and early retirement. With over half of all teachers in the UK having considered leaving due to stress (Hill, 2008), its effects have a huge impact

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not only on their quality of life, but on education planning and budgets as well. In 2004, a UK schools advisory service estimated that teachers missing work due to stress cost £19 million (Hill, 2008). Teacher turnover is also expensive, with estimated recruitment and induction costs for each new teacher at approximately £4,000 (Bubb and Earley, 2004). Similarly in the United States, teachers disenchanted by stressful working conditions are taxing the education system (Dillon, 2007). As a result, an estimated 22 percent of new teachers leave the profession within three years (ED.gov, n.d.). According to the National Commission on Teaching and America's Future, the annual cost of high teacher turnover is estimated at US\$7 billion (Carroll, n.d.).

Need and importance of the study

The current belief in our society is that school teaching is an easy job and that school teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher's role is quite simple having no complexities, tension and conflicts. This widely prevalent belief is incorrect for this is outsider's perception of the role of women school teachers. Therefore a thorough research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to empowerment of women teachers' mental health, family adjustment and professional life. By this study the causes can be identified that lead to potential harm to health, emotional wellbeing and relationships to others. Therefore, it is visualized that for drawing the best of creative talent and intellectual potentialities of women in the workforce and as well as in domestic life, there is need to recognize such psycho-social problems and study them in depth in today's changed scenario of education for seeking promising solutions and to give women teachers the worthy attention, dignity and cooperation that they richly deserve and help them maintain a healthy mind in a healthy body.

Objectives of the study

The following objectives were formulated for the present study.

1. To find out the level of Family Adjustment of teachers.
2. To find out the level of Professional life stress of teachers.
3. To find out whether there is any significant difference between the mean family adjustment scores of Rural and Urban teachers.
4. To find out whether there is any significant difference between the mean family adjustment scores of Teachers' teaching in Tamil and English medium.

5. To find out whether there is any significant difference between the mean family adjustment scores of Arts and Science teachers.
6. To find out whether there is any significant difference between the mean Professional life stress scores of Rural and Urban teachers.
7. To find out whether there is any significant difference between the mean Professional life stress scores of Teachers' teaching in Tamil and English medium.
8. To find out whether there is any significant difference between the mean Professional life stress scores of Arts and Science teachers.
9. To find out whether there is significant relationship between family adjustment and professional life stress of women school teachers of total sample and with regard to sub-samples.

Hypotheses of the study

The following hypotheses were formulated for the present study.

1. The level of Family Adjustment of teachers is high.
2. The level of Professional life stress of teachers is high.
3. There is no significant difference between the mean Family adjustment scores of Rural and Urban teachers.
4. There is no significant difference between the mean Family adjustment scores of teachers teaching in Tamil and English medium.
5. There is no significant difference between the mean Family adjustment scores of Arts and Science teachers
6. There is no significant difference between the mean Professional life stress scores of Rural and Urban teachers.
7. There is no significant difference between the mean Professional life stress scores of teachers teaching in Tamil and English medium.
8. There is no significant difference between the mean Professional life stress scores of Arts and Science teachers
9. There is no significant relationship between family adjustment and professional life stress of women school teachers of total sample and with regard to sub-samples.

Method of study

In order to realize the above said objectives Normative Survey method was adopted. A normative Survey method describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc.

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Such investigations are termed in research literature as Descriptive Survey or Normative survey. Five hundred teachers in Cuddalore District were selected by using Random Sampling Techniques.

Tools used

Professional Stress Inventory for Teachers (Sheeja, 1999) and Family Dyadic Adjustment Scale (Spanier, 1976).

Statistical Techniques used

For the present study, the following statistical techniques were used:

1. Mean, Standard deviation, ANOVA and ‘t’ test
2. Pearson product moment correlation.

Result and Discussion

Table 1 Means and SD of the Entire Sample

Variables	Means	SDs
Family Adjustment	79.84	12.91
Professional Life Stress	126.74	10.79

From the Table 1 the calculated mean and S.D of Family Adjustment of women school teachers are found to be 79.84 and 12.91 respectively. The mean score for the entire sample is 12.91. It is also inferred that the family adjustment of women school teachers is high. From the table the calculated mean and S.D of professional life stress of women school teachers are found to be 126.74 and 10.79 respectively. The mean score for the entire sample is 126.74. It is also inferred that the professional life stress of women school teachers is high.

Table 2 Coefficient of correlation between Family Adjustment and Professional Life Stress in Women Teachers

Variables	N	r value	Remarks
Family Adjustment Professional life stress	500	0.370	Significant at 0.01 level

It is seen from table – 2 that the correlation coefficient among family adjustment and professional life stress of teachers is positive and significant at 0.01 level.

Table 3 The Mean and Standard Deviation, t- Value of Family Adjustment and Professional Life Stress Scores of Sub Samples

Variables	Demographic samples	Sub Sample	N	Mean	S.D	t-value	P-Value
Family Adjustment	Locality of the school	Rural Teachers	282	79.84	12.91	5.12	0.01 (S)
		Urban Teachers	218	73.84	13.07		

Professional Life Stress	Medium	Tamil	292	76.53	14.29	1.40	0.05 (NS)	
		English	208	78.21	11.73			
	Subjects taught	Arts	328	80.34	10.20	7.631	0.01 (S)	
		Science	172	71.29	16.23			
	Locality of the school	Rural Teachers	282	127.15	10.81	3.12	0.01 (S)	
		Urban Teachers	218	124.22	10.03			
	Professional Life Stress	Medium	Tamil	292	124.22	9.77	4.13	0.01 (S)
			English	208	128.20	11.20		
		Subjects taught	Arts	328	128.74	10.35	9.548	0.01(S)
			Science	172	120.41	8.66		

The details of the calculation are given in the Table 3. The 't' value is found to be (5.12 and 7.631), which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean family adjustment scores of Rural and Urban teachers and arts and science teachers. Also the 't' value is found to be 1.40, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean family adjustment scores of Teachers teaching in Tamil and English medium. The 't' value is found to be (3.12, 4.13 and 9.548) which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of Rural and Urban teachers, Teachers teaching in Tamil and English medium and Arts and Science teachers. Arts group have high professional life stress than Science group.

Conclusions

On the basis of the results obtained, in the present study, the following conclusions were drawn:

- ❖ It is also inferred that the family adjustment of women school teachers is high.
- ❖ It is also inferred that the professional life stress of women school teachers is high.
- ❖ The correlation coefficient among family adjustment and professional life stress of teachers is positive and significant.

- ❖ There is there is a significant difference between the mean family adjustment scores of Rural and Urban teachers. Rural teachers have better family adjustment than the Urban school teachers.
- ❖ There is no significant difference between the mean family adjustment scores of teachers' teaching in Tamil and English medium.
- ❖ There is significant difference between the mean family adjustment scores of arts and science subject taught.
- ❖ There is a significant difference between the mean Professional life stress scores of Rural and Urban teachers. Rural teachers have higher professional stress than the Urban school teachers.
- ❖ There is a significant difference between the mean Professional life stress scores of teachers' teaching in Tamil and English medium.
- ❖ There is a significant difference between the mean Professional life stress scores of Arts and Science teachers. Arts group have high professional life stress than Science group.

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