

Empowerment of Women Teachers in Relation to Their Family Adjustment

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Abstract- The present study was designed to assess the Empowerment and Family Adjustment level of women teacher. Empowerment scale constructed and validated by Sridevi, 2005 and Family Adjustment scale constructed by the Spanier, 1976 was used to collect responses for this study. A total of 500 women teachers, working in private, aided and government schools were randomly selected. The study reveals the fact that the level of Empowerment and Family Adjustment are at high levels. There is low positive and significant correlation is found between women teachers empowerment and family adjustment.

Index Terms- Designation, Educational Qualification, Empowerment, Family Adjustment, Income, Locality of the Institutions, Medium of Instruction, Nature of the Institutions, Service, Subject Taught, Type of Institutions and Working hours.

over the years women in India have struggled to establish an identity and create a mark in the social as well as in the organizational platforms, but with educational institutions training more and more women to enter professional careers, have drastically changed the scenario.

Work-life balance as an intentional state of harmony and wholeness that exists within the seven major life areas (categories) in a person's life: Family, Career, Financial, Social, Health, Personal Development, and Spiritual/Ethical. It is true that many people tend to focus more on their career life area to the detriment of the others -most often the family life area (Saskatchewan Teachers' Federation 2005). Many working mothers, the work life balance is one of life's greatest challenges. While men often feel conflicted between work place and fatherhood demands as well, women usually suffer from more than their fair share of the burden of balancing family and work life.

I. INTRODUCTION

Empowerment of Women
Empowerment has different meaning in different socio, cultural and political context. It has both intrinsic and instrumental values. The conspicuous feature of the term is that it contains within it the word power. It is relevant at the individuals and groups and can be economical, social or political, i.e. the power is exercised by either an individual or a group at economic, social or political level. Empowerment has two important components: it is a power to achieve desired goal but not a power on others; it is relevant to those who are powerless irrespective of gender specific, individual or group. Women's empowerment is a unique as it is gender specific and multi-dimensional. Women's empowerment may be defined as a change in the context of women life which enables a more fulfilling human life. This includes both internal and external quantities- Internal quantities: self-awareness and self-confidence; External quantities: health, education, mobility, awareness, status in the family, decision making and also at the material security (Mathew, 2003).

II. FAMILY ADJUSTMENT

Time has changed from the time the husband earned, and the wife stayed at home. To the time now when the husband earns and the wife earns too. But the wife still cooks and washes and runs the house (Lakshmi Priya and Neena.S 2006). So, how does a woman balance the work with life at home? Although,

III. NEED FOR THE STUDY

Every organism wants to use its full potential during their lifetime (Carl Roger). Empowerment of women makes them to excel their inherent abilities in a useful way. The feeling of empowerment helps the advancement of teachers in every aspects of personal and professional life. Family Adjustment is an indicator of empowered woman's attitude. So the researcher wants to study the Empowerment of Women Teachers In Relation To Their Family Adjustment.

IV. OBJECTIVES OF THE STUDY

1. To find out the level of Empowerment of teachers.
2. To find out the level of Family Adjustment of teachers.
3. To find out whether there is any significant difference between the mean Empowerment and Family Adjustment scores of
 - a. Educational Qualification : D.T.ED./ Under Graduate/ Post Graduate
 - b. Nature of the Institutions : Primary school/Middle school/High school/Higher Secondary
 - c. Type of Institutions : Government/ Private / Aided
 - d. Locality of the Institutions: Rural/ Urban
 - e. Income : Rs.5000/ Rs.5001- Rs.10000/ Above 10001 (CHECK)
 - f. Medium of Instruction : Tamil/ English

- g. Service : Below 5 years/5-10/ Above 10
- h. Working hours : 8/8-10/10-12
- i. Subject Taught : Arts/ Science
- j. Designation : SGT/ BT/ PG
- 4. To find out whether there is any significant relationship between empowerment and Family Adjustment of women school teachers.
- h) Working hours : 8/8-10/10/12
- i) Subject Taught : Arts/ Science
- j) Designation : SGT/ BT/ PG
- 4. There is no significant relationship between Empowerment and Family Adjustment of women school teachers.

V. HYPOTHESES OF THE STUDY

- 1. The level of Empowerment of teachers is high.
- 2. The level of Family Adjustment of teachers is high.
- 3. There is no significant difference between the mean Empowerment and Family Adjustment scores of
 - a) Educational Qualification : D.T.ED./ Under Graduate/ Post Graduate
 - b) Nature of the Institutions : Primary school/Middle school /High school /Higher Secondary
 - c) Type of Institutions : Government/ Private / Aided
 - d) Locality of the Institutions: Rural/ Urban
 - e) Income : Rs.5000/ Rs.5001- Rs.10000/ Above 10001 (CHECK)
 - f) Medium of Instruction : Tamil/ English
 - g) Service : Below 5 years/5-10/ Above 10

VI. METHODOLOGY

In the present study, the investigator adopted the Normative Survey method. The normative survey method describes and interprets what exists at present. The investigator collected data from the Women teachers working in the schools in Cuddalore district of Tamilnadu state. For the data collection, as many as 500 Women teachers were selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples. The tools, used in this study, include *Empowerment scale constructed and validated by Sridevi, 2005* and *Family Adjustment scale constructed by the Spanier, 1976*.

VII. ANALYSIS AND INTERPRETATION

The researcher used descriptive, differential analysis and correlational analysis to test the hypotheses through **IBM SPSS19**.

Table 1.Means and SD of the Entire Sample

Variables	Means	SDs
Empowerment	21.17	1.83
Family Adjustment	79.84	12.91

From the Table 1 the calculated mean and S.D of empowerment of women school teachers are found to be 21.17 and 1.83 respectively. The mean score for the entire sample is 21.1. Here the minimum score is 18 and maximum score is 24. The mean score is 21.17. As per the obtained score the school teachers have high level of empowerment. The calculated mean scores of the sub samples were ranging from 21.17 and 1.83

which are also above the average level. Hence all the sub samples of the present study have high empowerment. The calculated mean and S.D of family adjustment of women school teachers are found to be 79.84 and 12.91 respectively. It is also inferred that the family adjustment of women school teachers is high.

**Table 2
 Correlation Co-Efficient (r) between empowerment and family adjustment of women Teachers**

Variables	N	r value	Remarks
Empowerment	500	0.430	Significant at 0.01 level
Family Adjustment			

It is seen from table – 2 that the correlation co efficient among empowerment and family adjustment of teachers is positive and significant at 0.01 levels.

Table 3
Showing the Mean, Standard Deviation and ANOVA / t- value of Empowerment Scores of Women Teachers

S.No	Samples	Sub Sample	N	Mean	S.D	F/t value	Remarks
1.	Educational Qualification	D.Ted., Teachers	367	21.17	1.82	0.104	(NS)
		U.G. Teachers	97	21.07	1.81		
		P.G. Teachers	36	21.25	1.84		
2.	Nature of Institution	Primary	71	20.92	1.60	1.302	(NS)
		Middle	229	21.19	1.84		
		High	48	21.58	2.04		
		Higher Secondary	152	21.14	1.84		
3.	Type of Institution	Government School Teachers	141	21.17	1.83	0.003	(NS)
		Private Aided School Teachers	227	21.17	1.84		
		Private Unaided School Teachers	132	21.18	1.82		
4.	Locality of the study	Rural Teachers	282	20.98	1.76	2.65	(S)
		Urban Teachers	218	21.42	1.88		
5.	Income	Below Rs.10000	407	21.16	1.82	0.282	(NS)
		Rs.10001- Rs.15000	78	21.17	1.77		
		Above Rs.15001	15	21.60	2.32		
6.	Medium	Tamil	292	21.33	1.85	2.24	(S)
		English	208	20.96	1.78		
7.	Service	Below 5 years	215	21.15	1.83	0.031	(NS)
		5-10	210	21.18	1.83		
		Above 10	75	21.21	1.85		
8.	Working hours	8	405	21.10	1.84	1.249	(NS)
		8-10	69	21.52	1.80		
		10	16	21.38	1.63		
		12	10	21.50	1.65		
9.	Subjects taught	Arts	328	21.25	1.82	1.368	(NS)
		Science	172	21.02	1.83		
10.	Designation	SGT	111	21.11	1.83	0.171	(NS)
		BT	277	21.17	1.84		
		P.G.	112	21.25	1.83		

The details of the calculation are given in the Table 3. The 'F' and 't' value is found to be (0.104, 1.302, 0.003, 0.282, 0.031, 1.249, 1.368 and 0.171) which is not significant at the level. Therefore the null hypothesis is rejected. It is concluded that there is no significant difference between the mean Empowerment scores of Educational Qualification, Nature of Institution, Type of Institution, **Income**, Service, Working hours, Subjects taught and Designation. So here the null hypothesis is accepted and alternate hypothesis is rejected.

The 't' value is found to be 2.65, 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 empowerment scores of Rural and Urban teachers. Rural teachers have higher empowerment than the Urban school teachers. Also the table the 't' value is found to be 2.24, which is significant at the level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean empowerment scores of Teachers teaching in Tamil and English medium.

Table 4
Showing the Mean, Standard Deviation and ANOVA / t- value of Family Adjustment Women Teachers

S.No	Demographic samples	Sub Sample	N	Mean	S.D	F/t value	Remarks
1	Educational Qualification	D.TEd., Teachers	367	77.28	13.23	18.67	S
		U.G. Teachers	97	86.62	4.52		
		P.G. Teachers	36	75.22	11.98		
2	Nature of Institution	Primary	71	88.07	11.86	235.07	S
		Middle	229	66.38	9.84		

		High	48	80.40	8.53		
		Higher Secondary	152	87.51	2.74		
3	Type of Institution	Government School Teachers	141	78.09	13.38	0.413	NS
		Private Aided School Teachers	227	76.83	13.13		
		Private Unaided School Teachers	132	76.99	13.57		
4	Locality of the school	Rural Teachers	282	79.84	12.91	5.12	S
		Urban Teachers	218	73.84	13.07		
5	Income	Below Rs.10000	407	76.89	13.78	2.03	NS
		Rs.10001- Rs.15000	78	78.54	11.27		
		Above Rs.15001	15	74.50	5.80		
6	Medium	Tamil	292	76.53	14.29	1.40	NS
		English	208	78.21	11.73		
7	Service	Below 5 years	215	78.11	12.91	12.54	S
		5-10	210	78.79	12.88		
		Above 10	75	70.33	13.61		
8	Working hours	8	405	75.56	13.69	22.96	S
		8-10	69	88.20	2.49		
		10	16	69.06	9.10		
		12	10	82.30	3.30		
9	Subjects taught	Arts	328	80.34	10.20	7.631	S
		Science	172	71.29	16.23		
10	Designation	SGT	111	77.58	13.53	1.22	NS
		BT	277	77.79	12.88		
		P.G.	112	76.50	14.05		

The details of the calculation are given in the Table 4. The 'F' value is found to be (18.67, 235.07, 12.54, 22.96 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 Educational Qualification, Nature of Institution, Service and Working hours. 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 accepted. It is concluded that 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. Also it is concluded that there is significant difference between the mean family adjustment scores of arts and science teachers. The 'F' and 't' value is found to be 0.413, 2.03, 1.40 and 1.22, which is not significant at the level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean family adjustment scores of Type of Institution, income, medium and Designation.

VIII. FINDINGS OF THE STUDY

- ❖ There is no significant difference between the mean empowerment scores of D.Ted, UG and PG teachers
- ❖ There is no significant difference between the mean empowerment scores of teachers working in Primary, Middle, High and Higher Secondary school teachers.
- ❖ There is no significant difference between the mean empowerment scores of Government, Private aided and Private unaided school teachers.
- ❖ There is a significant difference between the mean empowerment scores of Rural and Urban teachers. Rural teachers have higher empowerment than the Urban school teachers.
- ❖ There is no significant difference between the mean empowerment scores of teachers' income Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
- ❖ There is a significant difference between the mean empowerment scores of teachers' teaching in Tamil and English medium.
- ❖ There is no significant difference between the mean empowerment scores of teachers having below 5 years, 5-10 years and above 10 years of service.
- ❖ There is no significant difference between the mean empowerment scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours.
- ❖ There is no significant difference between the mean empowerment scores of Arts and Science teachers. Arts group have better empowerment than Science group.
- ❖ There is no significant difference between the mean empowerment scores of SGT, UG and PG teachers.
- ❖ There is a significant difference between the mean Family adjustment scores of D.Ed., U.G. and P.G. teachers. U.G. Teachers have better adjustment than the other groups.
- ❖ There is a significant difference between the mean family adjustment scores of teachers working in Primary, Middle, High and Higher secondary school

teachers. Primary school teachers have better family adjustment than the other groups.

- ❖ There is no significant difference between the mean family adjustment scores of Government, Private aided and Private unaided school teachers.
- ❖ 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' income Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
- ❖ There is no significant difference between the mean family adjustment scores of teachers' teaching in Tamil and English medium.
- ❖ There is a significant difference between the family adjustment scores of teachers having below 5 years, 5-10 years and above 10 years of service.
- ❖ There is a significant difference between the family adjustment scores of teachers whose work load is 8 hours, 8-10 hours, 10 hours and 12 hours.
- ❖ There is a significant difference between the mean family adjustment scores of arts and science subject taught.
- ❖ There is no significant difference between the mean family adjustment scores of teachers SGT, BT and P.G. designation.
- ❖ The correlation co efficient among empowerment and family adjustment of teachers is positive and significant.

IX. CONCLUSION

Empowerment and family adjustment of women school teachers is high. Locality of the study and Medium of instruction of the teachers cause some difference in the empowerment of women teachers. Educational Qualification, Nature of Institution, Locality of the school, Service, Working hours and Subjects taught cause some difference in the of family adjustment of women teachers. Urban Tamil medium taught teachers are more empowered than their counter parts. **All other personal conditions are not making any difference in the women**

teacher's empowerment. So women teachers should chose empowered locality to reside. SGT or BT designated, U.G. Qualified Primary Teachers working in Rural Government School, teaching English medium with below 10 years' experience show more family adjustment. **Most of the personal variables cause certain difference in the family adjustment of the women school teachers.** It is the individual responsibility of the women teachers to develop a family adjustment skill.

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