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EMPOWERMENT OF WOMEN TEACHERS IN RELATION TO THEIR FAMILY ADJUSTMENT

Prof. Dr. T. VIMALA
Principal, Brilliant College of Education
Paruthichery Village, Velur Post,
Thiruthuraipoondi Taluk, Thiruvarur District, Tamilnadu

ABSTRACT

The present study was designed to assess the Empowerment and Family Adjustment level of women teachers and to find if the expressed level of Empowerment and Family Adjustment. The study was a descriptive one and made use of the Empowerment scale and Family Adjustment scale as a research tool. A total of 500 women teachers, working in private, aided and government were randomly selected. The study concluded with the point that the women teachers have Empowerment, but the Family Adjustment was influenced by their demographic variables significantly. The tools, used in the study, were the Empowerment scale constructed and validated by Sridevi, 2005 and Family Adjustment scale constructed by the Spanier, 1976. *The study reveals the fact that the level of Empowerment and Family Adjustments are high levels.*

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 unique as it is gender specific and multi dimensional. Women's empowerment may be defined as a change in the context of women's 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).

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 (Lakshmipriya and Neena.S 2006). So, how does a woman balance the work with life at home? Although, 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 workplace and fatherhood demands as well, women usually suffer from more than their fair share of the burden of balancing family and work life.

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
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 significant relationship between empowerment and Family Adjustment of women school teachers.

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
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. There is no significant relationship between Empowerment and Family Adjustment of women school teachers.

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 Thanjavur district of Tamilnadu state. For the data collection, as many as 500 Women teachers were selected. The sample was 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.. For the analysis of the data descriptive analysis, differential analysis and correlation analysis were used.

ANALYSIS AND INTERPRETATION

Table 1

The Mean and Standard Deviation of Empowerment Scores of Sub Samples

S.No	Samples	Sub Sample	N	Mean	S.D	F/t value	P-Value
1.	Educational Qualification	D.Ted., Teachers	367	21.17	1.82	0.104	0.958
		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	0.05
		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	0.05
		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	0.01
		Urban Teachers	218	21.42	1.88		
5.	Income	Below Rs.10000	407	21.16	1.82	0.282	0.05
		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	0.05
		English	208	20.96	1.78		
7.	Service	Below 5 years	215	21.15	1.83	0.031	0.05
		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	0.05
		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	0.05
		Science	172	21.02	1.83		
10.	Designation	SGT	111	21.11	1.83	0.171	0.05
		BT	277	21.17	1.84		
		P.G.	112	21.25	1.83		

The details of the calculation are given in the Table 1. The 'F' value is found to be 0.104, which is not significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is no significant difference between the various educational groups regarding their empowerment scores. So here the null hypothesis is accepted and alternate hypothesis is rejected. The details of the calculation are given in the Table the 'F' value is found to 1.302, 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 empowerment scores of teachers working in Primary, Middle, High and Higher Secondary School teachers. The 'F' value is found to be 0.003, 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 empowerment scores of Government, Private aided and Private unaided school teachers. 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 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. The 'F' value is found to be 0.282, 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 empowerment scores of teachers' income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001. The details of the calculation are given in the table the 't' value is found to be 2.24, which is significant at the 0.05 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.

The 'F' value is found to be 0.031, which is not significant at the 0.05 level. Therefore the null hypothesis is retained. It is concluded that 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. The details of the calculation are given in the Table the 'F' value is found to be 1.249, 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 empowerment scores of teachers working 8 hours, 8-10 hours and 10-12 hours. So teachers working ten hours have low empowerment compared to others groups. The details of the calculation are given in the Table the 't' value is found to be 1.368, 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 empowerment scores of Arts and Science teachers. Arts group have better empowerment than Science group. The details of the calculation are given in the Table the 'F' value is found to be 0.28, 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 various designation groups regarding   their empowerment. So here the null hypothesis is accepted and alternate hypothesis is rejected.

Table 2

THE MEAN AND STANDARD DEVIATION OF FAMILY ADJUSTMET SCORES OF SUB SAMPLES

S.No	Demographic samples	Sub Sample	N	Mean	S.D	F/t value	P- Value
1	Educational Qualification	D.TEd., Teachers	367	77.28	13.23	18.67	0.01
		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	0.01
		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	0.05

		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	0.01
		Urban Teachers	218	73.84	13.07		
5	Income	Below Rs.10000	407	76.89	13.78	2.03	0.05
		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	0.05
		English	208	78.21	11.73		
7	Service	Below 5 years	215	78.11	12.91	12.54	0.01
		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	0.01
		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	0.01
		Science	172	71.29	16.23		
10	Designation	SGT	111	77.58	13.53	1.22	0.05
		BT	277	77.79	12.88		
		P.G.	112	76.50	14.05		

The details of the calculation are given in the Table 2. The 'F' value is found to be 18.67, 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 D.TEd. U.G. and P.G. teachers. U.G. Teachers have better adjustment than the other groups. The 'F' value is found to 235.07, 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 teachers working in Primary, Middle, High and Higher Secondary School teachers. Primary school teachers have better family adjustment than the other groups. Also the table 'F' value is found to be 0.413, 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 Government, Private aided and Private unaided school teachers. The 't' value is found to be 5.12, which is significant at the 0.01 level. Therefore the null hypothesis is retained. It is concluded that 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. The 'F' value is found to be 2.03, which is not significant at the 0.05 level. Therefore the null hypothesis is retained. It is concluded that

there is no significant difference between the mean family adjustment scores of teachers' whose monthly income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.

The details of the calculation are given in the Table. 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 'F' value is found to be 12.54, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that 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. The 'F' value is found to be 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 family adjustment scores of teachers whose work load is 8 hours, 8-10 hours, 10 hours and 12 hours. The 't' value is found to be 7.631, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is significant difference between the mean family adjustment scores of arts and science teachers. The 'F' value is found to be 1.22, 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 SGT, BT and P.G. designation.

FINDINGS OF THE STUDY

❖ There is no significant difference between the various educational groups regarding   their empowerment scores.

❖ 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 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. So teachers working ten hours have low empowerment compared to others groups.

❖ 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 various designation groups regarding   their empowerment.

❖ 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 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.

CONCLUSION

The results indicated that the Family Adjustment and Empowerment differed from person to person among the women teachers of school teachers. The educational qualifications of the women teachers differ significantly from their Empowerment. The years of experience of women teachers differs significantly from their Family Adjustment.

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