

Combining Marriage and Career: The Professional Adjustment of Marital Teachers

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Abstract

In the paper, the researcher attempted to assess Professional Adjustment status and level of teachers according to their marital status on a sample of 792 teachers. Teachers have been classified into two categories viz. married and unmarried. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and χ^2 test through SPSS version 13.0 and Prism 3.0. This study reveals that there is no significant difference between professional adjustment of married and unmarried teachers. Even, professional adjustment levels of two groups are statistically significant. It clearly shows that marriage is not at all related with the career of teachers.

Keywords: Professional Adjustment, Level, Status, Marriage, Teacher

Introduction

The concept of adjustment is as old as human race. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term "adaptation". The adaptability to environmental hazards goes on increasing as one proceeds on the phylogenetic scale from lower extreme to the higher extreme of life.

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical pressures but he also adjusts to social demands.

Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. When the life of a child is observed, he is asked to do this and not that, he has to follow certain beliefs and set of values which the family follows and thus his personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If the individual does not fulfill these internal demands, he feels uncomfortable. These physiological demands go on increasing and become more and more complex. These two types of demands sometimes come into conflict with each other and resultantly make the adjustment a complicated proves for the individual

Adjustment as a process is of major importance for psychologists, teachers and parents. The child at the time of his birth is absolutely dependent on others for satisfaction of his needs but gradually with age, he learns to control his needs and fulfill them independently. His adjustment largely depends upon his interaction with the external environment in which he lives. When the child is born, the world around him is a big, blooming and confusion. He comes to learn to articulate the details of his environment through the process of sensation, perception and conception.

Shaffer L.F. has identified an adjusted behavior with integrative behavior. He has discussed adjustment in terms of an individual's motives, drives etc. He defined normal behavior as integrative one, in his own words,

"When your adjustments are integrative, you satisfy all of your motives as they function in an inter-related system, without the over emphasis of one drive or the slighting of another. Further more good adjustments are integrated with respect to time. Representations of the past and the future are brought into the present, by appropriate symbolic processes speech and thinking, so that behavior is determined by goal, other than the most immediate ones."

On the other hand maladjustment refers to the disharmony between the person and his environment. A well adjusted person is one who is efficient and happy in a reasonably satisfactory environment. Not only he is in an environment which enables him to satisfy his basic needs satisfactorily and be able to manage his life so that the satisfaction of the need does not make the satisfaction of another impossible but he must satisfy his needs in such a way as to avoid interfering with the fulfillment of the legitimate needs of others. His needs and satisfactions in life are integrated with a sense of social feeling and an acceptance of social responsibility.

Shaffer has defined maladjusted behaviour in terms of non-integrative behaviour, to quote him.....

"Maladjusted or inadequate behaviour can be defined more precisely as non-integrative, unable to resolve his present conflict, the than finds other tension

reducing outlets.”

According to **Good's** dictionary “Adjustment” is the process of finding and adopting modes of behaviour suitable to the environment.

All times the adjustment made to the situation is thought to be related to the satisfaction of needs and particularly to the ego and social needs of individual.

In one of his famous discussions with **Bowell, Dr. Johnson (Samuel Johnson)** discussed about the nature of pessimist and an optimist. He explained with reference to a glass half full of water. An optimist will say that it is half empty. To the same situation attitudes of persons differ according to their nature and trait, which is also molded to a particular form partly by the individual's environment and social surroundings.

Life is mixture of joy and sorrow but it depends on our own outlook how we take it. Different attitudes may be termed as adjustment in life.

Gates and others also define adjustment as it has two meanings. In one sense it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effect may be towards changing the environment or both. Others may contribute towards this adjustment process either by helping to change the environment or by helping to choose the person's outlook on his environment. In other sense adjustment is a state, which is the condition of harmony arrived at by a person whom we call ‘well adjusted.’ Descriptively, this person is relatively efficient and happy in an environment, which we judge to be reasonably satisfactory.

Some people maintain reasonable peace of mind while others develop illness, and still others become delinquents. All times the adjustment made to the situation is thought to be related to the satisfaction of needs, particularly to the ego and social needs of the individual.

Brown stated in his book that “all life and growth are process of adjustment of the biological organism to the physical and social environment.”

In analysis of “adjustment process” **Shaffer** describes a series of steps which begins when a need is felt and ends when need is satisfied. They are as follows:

1. Motivated action
2. Readjustment
3. Barrier
4. Various responses
5. Solution or attainment of the goal

Professional adjustment means being adjusted to his profession. The person must have in- depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

Studies by **NCERT (1971)** and **Donga (1987)** found the factor of teachers' marital status unrelated to their professional attitude and adjustment. But **Srivastava (1979)** found that unmarried teachers had a greater awareness of professional responsibility than their married colleagues.

Objective

- To investigate and compare professional adjustment status of married and unmarried teachers.
- To ascertain proportions of level of married and unmarried teachers at three levels of professional adjustment.

Hypotheses

- There will be no significant difference between means of professional adjustment status of married and unmarried teachers.
- There would be no significant difference between proportions of married and unmarried teachers at three levels of professional adjustment.

Methodology

Population

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

Sample

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from 86 institutions of Uttar Pradesh, India. Out of the sample, 484 were married teachers and 308 were unmarried teachers. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

Tools

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has two forms each having 50 items; Form A and Form B. This test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

Statistical Analysis

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by χ^2 (chi square) test. A two-tailed ($\alpha=2$) $p<0.05$ was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

Data Analysis and Interpretation

In this study, significance level of mean difference between married and unmarried teacher have been tested.

Table 1: Comparison of professional adjustment by marital status of the teachers

Marital status	No. of teachers	Professional adjustment score (mean±sd)					
		Form A	t- & p-value	Form B	t- & p-value	Form (A+B)	t- & p-value
Married	484	22.19±12.03	0.77, 0.44	24.81±8.96	0.56, 0.83	46.98±18.67	0.60, 0.64
Unmarried	308	22.84±11.14		24.94±8.45		47.79±17.48	

Examination of **Table 1** reveals that t-value for significance of difference between means in each and combined form (A + B) is not significant statistically i.e. null hypothesis is upheld. Unmarried teachers have slightly higher means than married teachers in form A, form B and combined form (A + B) by 0.65, 0.13 and 0.81 respectively. But the observed differences in their means could be due to chance. Thus, there is no real difference between professional adjustment of married and unmarried teachers.

Table 2: Comparison of level of professional adjustment by marital status of the teachers

Marital status	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Married	484	84	17.4	328	67.8	72	14.9
Unmarried	308	38	12.3	220	71.4	50	16.2

$$\chi^2 = 3.66, p=0.16$$

Examination of the **Table 2** reveals that χ^2 -value ($\chi^2 = 3.66, p= 0.16$) for difference between proportions (percentages) among three groups of teachers are not significant statistically at three levels of professional adjustment. It means professional adjustment level (well, average and low) of each group is not statistically different to each other i.e. it is by chance. In well adjusted level, highest percentage is of unmarried teachers, while lowest percentage is recorded for married teachers. In mediocre group, higher proportion is reported for unmarried teachers, while lowest proportion is recorded for married teachers. The married teachers are ahead of others in low adjusted count, while unmarried group to be lowest.

Findings

- Marital status of teachers is not found to influence their professional adjustment condition. It does not seem to clash with the institutional loyalty responsibility or duty-bound determination of teachers. Hence it neither helps none distracts the professional adjustment to any perceptible degree.
- Even, there is no significant difference of proportions (percentages) between married and unmarried teachers at three levels of professional adjustment.

Conclusion and Implication

The marital status of teachers is found to be unconcerned with their professional adjustment. No doubt the

unmarried group consistently maintains a slight edge, but it is very negligible to be counted as worthwhile. May be the presence of spouse provides scope for some carefree functioning at the institutional level and thus levels the loss caused by the neglect or distraction likely to result from that benign presence.

This comparison of teachers by their marital status for their professional adjustment characteristic, patently demonstrates almost complete independence of the two variables. In other words the possible frictions of married life, or even the feeling or status of remaining unmarried, painful or otherwise are not evidently carried over to their professional adjustment domain. In a way it is a good sign, meaning thereby, that remaining married or unmarried does not affect the professional adjustment of teachers. Hence, there is no need to put any restrictions on it, as practiced by some school systems.

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