ABSTRACT

The problem of adjustment to the family in working women has become so important in our society that psychologists have turned their keen interest in understanding it. The family structure and the type of school have posed a serious threat to the school teacher’s adjustive capacities and consequently to their psychological well-being. Sources of stress and lack of support systems in school teachers are increasing day by day due to family problems, financial constraints, relationship with the family members etc. The problem of family maladjustment has become so common that needs serious consideration.

The present study examined the influence of sociodemographic variables (i.e. type of schools and type of family) on the psychological well-being and family adjustment among female school teachers.

Objectives: The main objectives of the present study are:

1. To study the difference between the mean scores of teachers working in private and government schools on the factors of psychic well-being scale namely, good mental health, poor mental health, social supports,
social stressors, work supports, work stressors, personal supports and personal stressors and the overall scale.

2. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the eight factors of psychic well-being scale and the overall scale.

3. To study the difference between the mean scores of teachers working in private and government schools on the factors of family adjustment inventory-personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with the elders and relatives and the overall scale.

4. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the factors of family adjustment inventory and the overall scale.

A sample of 200 female school teachers was drawn from Aligarh district of U.P. state. The sample was further divided in terms of sociodemographic variables such as type of schools (private=100, and government=100), and type of family (nuclear=87, and joint=113).

The psychic well-being scale developed by Nishizawa (1996) was used to measure psychological well-being among school teachers. To
know the level of family adjustment of school teachers, family adjustment inventory developed by Singh (1997) was used in this study.

Data were collected individually from the teachers at their work place (i.e., schools). Both the tests were administered in two different sessions. Data were analyzed by means of t-test.

The main findings of the study were:

- Significant differences were found to exist between the mean scores of teachers of private schools and teachers of government schools on good mental health, poor mental health, social supports, social stressors, work supports, work stressors, personal supports and personal stressors, dimensions of psychic well-being scale.

- Teachers of private schools scored significantly higher than the teachers of government schools on the overall score of psychic well-being scale.

- Significant differences were not found to exist between the teachers of nuclear family and the teachers of joint family on ‘good mental health, poor mental health, and personal supports factors of psychic well-being scale.

- Significant differences existed between the teachers of nuclear family and the teachers of joint family in the mean scores obtained on social
supports, social stressors, work supports, work stressors, and personal stressors, dimensions of psychic well-being scale.

- Teachers of nuclear family and teachers of joint family did not differ significantly in the overall mean score of psychic well-being scale.

- Teachers of govt. schools as compared to the teachers of private schools scored significantly higher on the personal adjustment, adjustment in family, adjustment with children, adjustment with husband, and adjustment with elders and relatives factors of family adjustment inventory.

- Teachers of government schools scored significantly higher than the teachers of private schools on the family adjustment inventory.

- Teachers of joint family scored significantly higher than the teachers of nuclear family on all the factors of personal adjustment inventory.

- Significant difference was found to exist between the teachers of nuclear family and the teachers of joint family on the overall mean scores of family adjustment inventory.