



## MARITAL ADJUSTMENT AMONG COUPLES IN TEACHING PROFESSION IN BALLARI DISTRICT (Special reference to Primary School teachers)

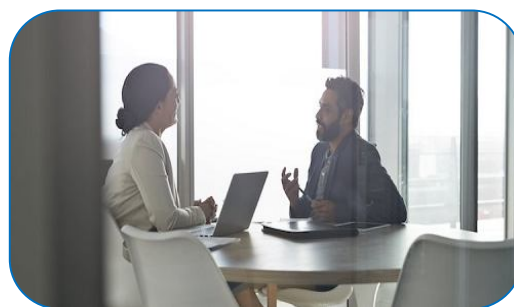
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### ABSTRACT :

Marriage and Family which is considered as two important primary social institutions are very much closely related and are complimentary to each other. In a Western society, marriage is a personal opinion. But in India, traditionally and time immemorial, marriage is not merely a sacrament but is sacrosanct. Today both marriage and family as social institutions has been undergoing a lot of changes in the context of qualitative changes in the attitudes, opinions and perceptions of human beings.



Along with factors as such urbanization, migration and mass media, occupation is yet another most important factor that had resulted in tremendous changes in marriage and family. The occupation brings along with it many expectations, pressures, time, demand and commitments which may sometimes affect the marital relationship. A very important factor in marriage is marital adjustment which results in marital satisfaction which the spouses derive from their life together. This paper is concerned with both explanatory and analytical goals; it is particularly concerned with the study of marital adjustment among the married primary schools teachers of Bellary District. The sample comprised of 100 couples one of them working as primary school teachers in Bellary District of Karnataka is randomly selected. Thus the present study is an attempt to know how compatible are couples amidst various changing values and roles and what are their adjustment levels within the family and among themselves. The main purpose of this paper was to develop a marital social adjustment scale and its relation with selected variables such as age, domicile, education and years of service of the respondents. The results of the study of the marital social adjustment of primary teachers possess significant relationship with certain variables such as domicile, education and years of service of the teacher whereas there exists no significant relationship with age as a independent variable.

**KEYWORDS :** conjugal, adjustment, compatibility, marriage.

### INTRODUCTION

The evolution of concept of marriage is difficult thing to trace because birth of man is birth of marriage. Marriage is a practice that seems as old as the human race itself. Marriage and Family are Family are closely associated with the being of each other. The term Marriage refer to not merely the legal covenant binding two individuals together but also any committed intimate relationship entered into by two consenting adults filled with a strong desire to spend the rest of their lives together. Marriage is one of the

most important events of a person's life. Marriage is a social security for all the individuals i.e., societies through marriage system provides security of needs and care thereby its existence and prosperity is secured. Marriage is for pleasure, happiness and peace of mind on account of satisfaction through interactions with each others, trust, understanding and fulfilling social obligations and enriching personality development. A marriage relationship is a delicate, Kaleidoscopic and complex phenomena.

### RATIONALE OF THE STUDY

The institution of marriage has historically been seen as life-long commitment between two partners, for better or for worse, socially speaking, marriage is the only way to bring families into existence.

Marriage in Indian society is more a religious institution than a legal one. It is understood as a relatively permanent union of two people implying a number of inter-locking status and roles. Family is never merely a personal matter because society is so much affected by the quality of its families

Marriage in reality is a way of living. It is not full of roses; but its success depends upon adjustment on the part of both the partners involved. With the rise in the number of dual carer families, the adjustment and marital relationships are major challenges in most of the families. In light of this background of the marital adjustment, the present investigation was undertaken to make study of marital adjustment among the primary schools teachers.

The scales that measure marital adjustment and related concepts are largely found in studies in a Western context (Spanier, 1976; Locke-Wallace 1959; Crane et al, 2000). They invariably assume that the meaning of marriage and relationship are looked upon and understood in a particular way by the respondents.

Considering the importance that culture plays in defining and endorsing factors of marital relationship, it is valuable to assess the marital adjustment among the couples in India by using culturally appropriate instruments.

Taking this point into consideration, many studies and tools were developed (Shah,1991;kumar and rastogi ,1976; harmohan singh ,1987;)such as the Marital Adjustment scales in the Indian urban context. But these scales were largely found in the Psychological context thus understanding marriage and its various components from psychological viewpoint alone thus throwing less light on the importance of the influence of social factors on marital adjustment.

Although there has been no consensus among researchers, factors constituting and influencing marital adjustment include social factors such as religion, caste, education, age, children, gender, type of family and many more along with certain psychological factors too. Hence in order to study the marital adjustment among the couples, marital adjustment scale comprising of two sections of social adjustment and emotional adjustment was constructed from a sociological dimension

### OBJECTIVES

- To assess the relationship between social adjustment (dependent variable) and age (independent variable) of the respondents
- To assess the relationship between social adjustment (dependent variable) and education (independent variable) of the respondents
- To assess the relationship between social adjustment (dependent variable) and domicile (independent variable) of the respondents
- To assess the relationship between social adjustment (dependent variable) and years spent in marriage (independent variable) of the respondents

### HYPOTHESIS

1. H0: There is no significant relationship between age of the teacher and level of social adjustment.  
H1: There is a significant relationship between age of the teacher and level of social adjustment.

2. H0: There is no significant relationship between domicile of the teacher and level of social adjustment.  
H1: There is a significant relationship between domicile of the teacher and level of social adjustment.
3. H0: There is no significant relationship between Education qualification of the teacher and level of social adjustment.  
H1: There is a significant relationship between Education qualification of the teacher and level of social adjustment.
4. H0: There is no significant relationship between total years of service and level of social adjustment.  
H1: There is a significant relationship between total years of service and level of social adjustment.

**RESEARCH METHODOLOGY**

The study employed descriptive survey method of research.

**SAMPLE**

The sample consisted of 100 couple (100 primary teachers and their working spouses) in Ballari District of Karnataka. In all, 100 primary school couple respondents filled in the questionnaire. Each couple were given one questionnaire to fill. While most of the questionnaires were filled in the presence of an investigator, some of them were mailed by the respondents to the investigator.

**TOOLS USED**

For collection of data the investigator used the Marital Social Adjustment Scale developed by the investigator. The Marital Social adjustment scale using Likert five point scale questionnaire consisting of 18 statements were used and the respondents were asked to indicate how often the content of each statement holds well in his/her case.

The scale consists of core dimensions that define the social aspects of marital relationship to include caste, family, culture etc and also includes dimensions that define inter-personal aspects of dyadic relationship such as mutual understanding, perceptions,, satisfaction, affection, decision-making, adjustments, interests, likes and dislikes, compatibility aspects, mutual trust. Regression analysis is employed to find the relation between dependent and independent variables.

**DATA ANALYSIS**

**Hypothesis 1**

H0: There is no significant relationship between age of the teacher and level of social adjustment.

H1: There is a significant relationship between age of the teacher and level of social adjustment.

**Model Summary**

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.071 <sup>a</sup>	.005	-.005	12.65173

a. Predictors: (Constant), Age

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	78.891	1	78.891	.493	.484 <sup>b</sup>
	Residual	15686.499	98	160.066		
	Total	15765.390	99			

a. Dependent Variable: SATotal

b. Predictors: (Constant), Age

As the above table shows the  $F(1, 98) = 0.493$ ,  $p = 0.484$ . As we can see from the ANOVA table, p-value related to age is more than 0.05; we accept the null hypothesis that there is no significant relationship between age of the teacher and level of social adjustment.

**HYPOTHESIS 2**

H0: There is no significant relationship between domicile of the teacher and level of social adjustment.

H1: There is a significant relationship between domicile of the teacher and level of social adjustment.

**Model Summary**

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.728 <sup>a</sup>	.530	.525	8.69449

a. Predictors: (Constant), Social background

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8357.163	1	8357.163	110.553	.000 <sup>b</sup>
	Residual	7408.227	98	75.594		
	Total	15765.390	99			

a. Dependent Variable: SATotal

b. Predictors: (Constant), Social background

$F(1, 98) = 110.553$ ,  $p = 0.00$  as we can see from the ANOVA table, p-value related to domicile is less than 0.05; we reject the null hypothesis and accept alternate hypothesis i.e., that there is a significant relationship between domicile of the teacher and level of social adjustment. Furthermore the model summary shows the adjusted R square value as 0.525, which means 52.5% of social adjustment is explained by the domicile of the teacher.

	Social background							
	Rural		Urban		Semi Urban		Metro	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
SA Total	110.97	30	84.27	15	88.87	55	.	0

The above table statistics indicate that the mean score of social adjustment of the teachers from rural background is more compared to that of urban and semi-urban teachers.

**Hypothesis 3**

H0: There is no significant relationship between Education qualification of the teacher and level of social adjustment.

H1: There is a significant relationship between Education qualification of the teacher and level of social adjustment.

**Model Summary**

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.315 <sup>a</sup>	.099	.090	12.03816

a. Predictors: (Constant), Education Qualification

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1563.497	1	1563.497	10.789	.001 <sup>b</sup>
	Residual	14201.893	98	144.917		
	Total	15765.390	99			

- a. Dependent Variable: SATotal
- b. Predictors: (Constant), Education Qualification

F (1, 98) =10.789, p=0.001 as we can see from the ANOVA table, p-value related to education qualification is less than 0.05; we reject the null hypothesis and accept alternate hypothesis i.e., that there is a significant relationship between education qualification of the teacher and level of social adjustment. Furthermore the model summary shows the adjusted R square value as 0.090, which means 9 % of social adjustment is explained by the education qualification of the teacher.

	Education Qualification							
	Degree		Post Graduation		M Phil		PhD	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
SA Total	96.54	84	85.75	16	.	0	.	0

The above statistics table shows that the teacher with a degree as a qualification has more social adjustment score than the teacher with a post graduation as education qualification.

**Hypothesis 4**

- H0: There is no significant relationship between total years of service and level of social adjustment.
- H1: There is a significant relationship between total years of service and level of social adjustment.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461 <sup>a</sup>	.213	.205	11.25498

- a. Predictors: (Constant), Years of Service

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3351.286	1	3351.286	26.456	.000 <sup>b</sup>
	Residual	12414.104	98	126.675		
	Total	15765.390	99			

- a. Dependent Variable: SATotal
- b. Predictors: (Constant), Years of Service

F (1, 98) =26.456, p=0.000 as we can see from the ANOVA table, p-value related to years of service is less than 0.05; we reject the null hypothesis and accept alternate hypothesis i.e., that there is a significant relationship between years of service of the teacher and level of social adjustment. Furthermore the model summary shows the adjusted R square value as 0.205, which means 20.5 % of social adjustment is explained by the years of service of the teacher.

	Years of Service							
	less than five years		between 5 to 10 Years		between 11 to 15 Years		between 15 to 20 years	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
SA Total	100.29	35	97.17	36	85.00	17	85.67	12

The above table indicates that the years in service and social adjustment has a significant relation and that teachers with less than five years of service had higher mean score when compared to the couples with more than 11-15 years and 15-20 years of service. This also shows that the younger generation have lesser expectations of an egalitarian marriage also have more understanding of each other's necessities in a marriage.

## CONCLUSION

The main purpose of this paper was to develop a marital social adjustment scale and its relation with selected variables such as age, domicile, education and years of service of the respondents. The results of the study of the marital social adjustment of primary teachers possess significant relationship with domicile, education and years of service of the teacher.

The study used the Marital Adjustment Scale developed by the researcher to examine the level of marital adjustment preferably social adjustment among the married couples, keeping in mind the cultural relevance of the scale in an Indian context. Overall, there were a total of 100 married primary teachers (50 male and 50 female) in the sample belonging to diverse socio-economic backgrounds, and family types. According to the survey, age at marriage for women is still lower than that of males, reflecting the societal gendered norms.

The analysis of marital social adjustment across age indicates that there isn't any significant relationship between the two variables i.e., age is taken as independent variable and social adjustment as dependent variable.

Further the study showed that there exists a significant relationship between the domicile and the marital adjustment of the couples. It is also said that that the mean score of social adjustment of the teachers from rural background is more compared to that of urban and semi-urban teachers. The study also indicated that there exists significant relationship between education and social adjustment among the teachers. The study reported that shows that the teacher with a degree as a qualification has more social adjustment score than the teacher with a post graduation as education qualification.

Also the years in service and the social adjustment of the teachers also indicated a significant relationship with the social adjustment in a marriage among the teachers. The teachers with less than five years of service had higher mean score when compared to the couples with more than 11-15 years and 15-20 years of service. This also shows that the younger generation have lesser expectations of an egalitarian marriage also have more understanding of each other's necessities in a marriage.

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