CHAPTER - II

REVIEW OF RELATED LITERATURE

The review of related literature is an important aspect as any other components of the research process. The major purpose of reviewing the literature is to determine what has already been done that relates to one’s problem. It involves the identification, location and a careful examination of the documents containing information related the research problem in a systematic way. Being familiar with previous research also facilitates interpretation of the results of the study. These reviews give information which can either support or challenge the conclusions of the investigator’s research and therefore provide clues for later research. The reports of the earlier research have been reviewed in detail in order to get a clear picture of the present study. The research studies which are associated with the present study in one or the other way are reviewed here.

2.0. Review of Related Literature


2.1. Theories of Job Satisfaction

One of the biggest preludes to the study of job satisfaction is the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers’ productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people
work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor’s 1911 book, Principles of Scientific Management, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor’s work.

Some argue that Maslow’s hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life - physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.

Many experts and scholars have worked on job satisfaction of the employees and they have brought out models of job satisfaction. Some of the theories are presented below.

a) Affect Theory

Edwin A. Locke’s Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of
autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

B) Dispositional Theory

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one’s job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge in 1998. Judge argued that there are four Core Self-evaluations that determine one’s disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one’s own competence) lead to higher work satisfaction. Internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.
C) Two-Factor Theory (Motivator-Hygien Theory)

Frederick Herzberg’s Two-Factor Theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

While Hertzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman & Oldham suggesting that Hertzberg's original formulation of the model may have been a methodological artefact. Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticised in that it does not specify how motivating/hygiene factors are to be measured.

2.2. Research studies related to Job Satisfaction and the Personal Variables

Job satisfaction is a very popular research issue, because educational activities in business and industrial organizations, determinants and correlates of job satisfaction among teachers may be different from those of employees in business and industrial settings (Goodlad, 1984). To have a general understanding of research findings in the past decades, it is worthwhile to draw special attention upon those studies relating to teachers and or educators in school settings.
There are quite a number of research studies on job satisfaction relating to teachers. Content theories are applied in the majority of these studies. On the whole, their results are rather uniform in concluding that teachers appear to be satisfied workers.

**Anjaniyulu (1968)** studied the Job satisfaction of Secondary school teachers and its effectiveness on student’s education. He included 1000 teachers of 102 Secondary School of Andhra Pradesh in the sample. Sample was selected through Random Sampling Method. Mean, Median and Standard Deviation was found for the procedure of data analysis. He had concluded through this research that thirty seven percent teachers were not satisfied with their job. The responsible factors for this dissatisfaction were lack of accommodation facility, lack of parental co-operation and lack of physical facility.

**G-rassie and Carss (1973)** conducted a study to investigate the relationships between teachers' perception of the structural characteristics of their schools, the leadership quality of their principals, and the extent of the satisfaction they expressed with their work and their colleagues were examined. Data were collected from 574 members of staff of a metropolitan high school in Queensiaizid. Teachers expressed satisfaction with work and colleagues in a setting characterized by considerate and trustful leadership and the opportunity to participate in decisions about policy and programs, and by the absence of a rigid hierarchy of authority and detailed organizational constraints. They concluded that professional oriented teachers might feel more dissatisfied with the bureaucratization of school administration.

**Jaylakshami (1974)** studied the Job satisfaction of the teachers of an Engineering college. He used the multi-variable analysis. 208 teachers of thirteen engineering college of India and U.K. included in the sample of study. Job Satisfaction Questionnaire and the Institutional Atmosphere Questionnaire were structuralized for the study. Behavior description, Environment Selection List and Job Cooperative Inventory were also used in
this study. The collected data analyzed by t-test, multi variable deviation analysis Product Moment Method and Median. The conclusion of the research was that the variables like co-operation, agreeeness, independent, institution, atmosphere, personality and job safety significantly affected on Job satisfaction.

**Lavingia (1974)** studied the Job satisfaction of teachers. 3200 teachers of Gujarati medium primary and Secondary school teachers were included in the sample of the study. Out-of those, 1600 teachers were from primary school and 1600 teachers were from secondary school. Attitude Measurement Scale by self made was used to measure the Job satisfaction. He concluded that the primary school teachers were more satisfied than Secondary School teachers. Female teachers were more satisfied than male teachers. Unmarried teachers were more satisfied than married teachers. Thus, Gender and marital status were significantly affected on the Job satisfaction.

**Vegadava (1977)** studied the Job satisfaction of female teachers of Secondary school of Rajkot city. The sample of the study included all the Secondary School teachers of Rajkot city. Self made Questionnaire was used to measure the Job satisfaction. The data was analyzed using Chi-square. The study concluded that the majority teachers were satisfied with their job. The age influenced the Job satisfaction, where as social status was not-significantly affected the Job satisfaction.

**Smith, Scott and Hulin (1977)** studied the Job satisfaction of professional employees of the company. 4000 managers of the company were selected for the sample of the study. He found that the satisfaction increases with the increase of age. Thus, Job satisfaction has positive relation with the age level. Analytical Review of Indian Studies

**Prasad (1964)** studied the personality and the relative elements of Job satisfaction. He examined the effectiveness of age and experience. He concluded that there was no effect of the age of professionals on job-satisfaction, while job satisfaction
increases with the length of experience. Thus, the experience had significant relation with their Job satisfaction.

**Kolte (1978)** studied the Job satisfaction of primary school teachers. Six primary schools of Buldana district were included in the sample of the study. Self-made Questionnaire in Marathi language used for the data collection. The collected data was analyzed using simple Percentile Method. The research found that achievement, introduction and opportunity of progress were important elements of Job satisfaction. Gender, pay-scale and conditions of the job significantly affected the Job satisfaction.

**Holdaway (1978)** conducted a research to investigate the relationships between overall job satisfaction and facet satisfaction for a sample of 801 Alberta teachers. Interpersonal relationships, freedom in making instructional decisions, and the teaching assignment were the major sources of satisfaction while attitudes of society and parents, status, decision-making, and preparation time were sources of dissatisfaction. The classroom activities, especially interaction with students, were the most frequently facets associated with overall satisfaction with teaching.

**Vala (1979)** studied the Job satisfaction of the primary school teachers of Talaja taluka. 175 primary school teachers of Talaja taluka were included in the sample of the study. Self made opinion list with 116 statements used for the data collection. The collected data was analyzed with a Simple Key Method. He concluded that married female teachers of primary schools were more satisfied than unmarried and widow school teachers. Marital status significantly affected the Job satisfaction, where as educational qualification did not affect the Job satisfaction.

**Porwal (1980)** studied the relation between Job satisfaction and personality of Higher Secondary School teachers. For this study, one hundred satisfied and one hundred dissatisfy teachers of Agra were included in the sample. Total 200 teachers were included
for the research. Jumar and Mrutha made Job-satisfaction Questionnaire were used as a tool. Chi-square, Coefficient of Correlation and variance of analysis were used for data analysis. The conclusions of the research were; (1) Unmarried teachers were more satisfied than married, (2) Marital status significantly affected the Job satisfaction, (3) Area, age and gender significantly affected the Job satisfaction and, (4) The frequency of experience did not affect the Job satisfaction.

Gohel (1980) studied the Job satisfaction of the Secondary school teachers of Mahuva and Talaza taluka. 116 Secondary school teachers were included in the sample of the study. Self made Job Satisfaction Questionnaire included 122 statements used for the data collection. The collected data analyzed through Mean and Median. The research concluded; (1) The male school teachers have lower Job satisfactions than female school teachers, (2) The gender significantly affected the Job satisfaction, (3) Teachers from urban area were more satisfied, (4) The area of the school also affected the Job satisfaction and, (5) The effects of physical facilities on Job satisfaction were also found.

Goyal (1980) studied Attitude, Adjustment, Job interest and Job satisfaction of teachers of Educational Training Institutes of India. 314 male and female teachers having different educational qualifications and different educational experience of seventy eight training institutes were selected for the sample of the study. The data collected with implementation of self made Attitude Measurement Scale, Free-answer Questionnaire, Job Satisfaction Inventory formulated by Anderson and Adjustment Inventory formulated by Bell. The collected data was analyzed using Mean, Standard Deviation, t-test, F-test and Product Moment Method. The study revealed that the job interest, attitude and adjustment were profoundly connected and affected the Job satisfaction.

Nayak (1982) studied the adjustment and Job satisfaction of married and unmarried female teachers. The sample of study carried 785 female teachers of Primary,
Secondary and Higher Secondary school teachers of Jabalpur district. 410 unmarried and 375 married teachers were included. Random Sampling Method used to choose the sample of his study. Different tools were used for the data collection. Job Satisfaction Questionnaire formulated by Pramodkumar and D. N. Mrutha, Adjustment Inventory formulated by A.K.P. Sinha and R. P. Sinha and Attitude Measurement Test formulated by R. P. Shrivastav were used for the study. Various statistical techniques were used for the procedure of data analysis. Distribution of Frequency, t-test and Coefficient of correlation were used for the data analysis. Findings of the study were; (1) Marital status did not significantly affect the Job satisfaction and, (2) Significant relation was found between Job satisfaction and the Adjustment.

Benson (1983) studied the bureaucratic nature of schools and job satisfaction in Australian secondary schools. 255 teachers completed the School Organizational Inventory and Teacher Satisfaction Scale. Teachers with the highest level of decisional deprivation showed the lowest satisfaction levels. In parallel, teachers who perceived their schools to have a bureaucratic system were more willing to leave compared to the ones who claimed their schools to be less bureaucratic.

Zabel (1984) conducted a study to examine the relationships between job satisfaction and certain personal characteristics and job related conditions, and to find out how the special education teacher trainers view their profession. In the completed 622 questionnaires, job satisfaction was found to be influenced both by job conditions and personal characteristics. The results also showed that salary was the only variable to significantly influence the ratings on all five job satisfaction factors (Work, Pay, Promotion, Supervision and Co-workers).

Galloway et al. (1985) conducted a study in New Zealand primary schools on the determinants of satisfaction and dissatisfaction. 292 teachers completed the Satisfaction
with Teaching Questionnaire, which had 42 items, in the form of a five-point Likert scale. The results showed that tendency for overall satisfaction increased with age. Male teachers had higher mean satisfaction ratings on the professional autonomy subscale compared to female teachers. Teachers with head teachers below the age 50 and who taught full-time showed more satisfaction, which may show the importance of management style in job satisfaction of the teachers. Finally, teachers working at schools with more than 75% of students of European origin were more satisfied than teachers in schools with fewer students of European origin. The study verified the Motivation-Hygiene Theory in that sources of satisfaction stemmed from intrinsic aspects of the job, whereas dissatisfaction was a consequence of working conditions.

Santangelo and Lester (1985) conducted study in the U.S.A. to examine the correlation between age, locus of control, stress, and job satisfaction. The researchers found that age showed no significant correlation with job satisfaction and subjective stress. Similarly, stress scores and belief in an external locus of control were not related to each other. However, job dissatisfaction appeared to have a high correlation with a belief in an external locus of control and subjective stress scores. This correlation varied when gender was the independent variable. For female teachers job satisfaction was related to subjective stress, while it was related to a belief in external locus of control for male teachers. Finally, psychological variables correlated more with job dissatisfaction compared to demographic variables.

Joshi (1985) studied on the Job satisfaction of Secondary school teachers of Dabhoi taluka. 150 Secondary school teachers were selected for the sample of the study from Dabhoi taluka, 150 statements concluded questionnaire was structuralized. The questionnaire has different sections like teacher, student, principal, school-society etc. The data was collected through the implementation of the self made Job Satisfaction...
Questionnaire. Findings of the research were; (1) Graduate teachers were more satisfied than post graduate teachers, (2) Below than forty years teachers were more satisfied with their job, and (3) Educational qualification and age significantly affected the Job satisfaction.

Chopra (1986) studied the difference between institutional atmosphere and Job satisfaction, Job satisfaction and the achievement of the students. Sample of the study included 272 teachers and 620 students of Secondary and Higher secondary rural area school of South Delhi district. Different tools like School Atmosphere Questionnaire, Job Satisfaction Inventory, Socio-economic Attitude Scale, self made and standardized Development Scale and Achievement Test were used for the data collection. Chi-square, t-test and Coefficient of correlation were different statistical techniques used for the data analysis. The study concluded that the free atmosphere school teachers had higher Job satisfaction, while strict atmosphere school teachers were dissatisfied.

Gupta (1986) studied the Job satisfaction at three different levels. 765 male teachers were selected for the study from primary, secondary and college of Meeruth district. Job Satisfaction Scale, Job Attitude Scale, Personality Adjustment Test and personality Inventory were used for the data collection. The collected data analyzed with different statistical techniques like; Mean, Product Moment Method, Coefficient of correction and t-test. Major findings of the study were; (1) Primary school teachers had positive relation with Job satisfaction concern to the achievement, affiliation with the Institute and tolerate some matters, while negative relation concern to egoism and safety of the job; (2) Positive relation was found between the secondary school and college teachers with two variables of respect and necessity of achievement; while negative relation was found in safety and freedom in some matters with their job, and (3) Secondary school and college teachers had satisfaction with their job.
Bhatt (1987) studied the personality determinations of job satisfaction of college teachers. Saurashtra University organized all college teachers included in the sample of the study. Job Satisfaction Questionnaire and Personality Scale used for data collection, collected data analyzed with Mean, Standard Deviation, Critical Ratio and Chi-square. Significant findings of the study were; (1) Female teachers were more satisfied than male teachers, (2) There was no significant difference in the mean scores of married and unmarried teachers, (3) Job satisfaction had no significant relation with the age, (4) Job satisfaction had no significant relation with the variables like area of the work, educational qualification and experience.

Lombardi and Donaldson (1987) conducted a study to examine job satisfaction, teacher-training program evaluation, and job stress factors among 54 special education degrees holders. The results showed that 88% of the respondents were personally satisfied with their career, but 48% said they would select another profession if given the opportunity to begin again.

Shrivastav and Sharma (1988) studied the relation between job satisfaction and job necessity. Seventy five engineers of Thermal Power Corporation Limited of Delhi were selected for the sample of study. They were from thirty eight to sixty seven years age level. Job satisfaction test having twenty nine statements used to measure the job satisfaction it was formatted in seven points. Findings of the study were that the safety, status and personal characteristics had no significant relation with their job satisfaction. There was negative relation between job necessity and job satisfaction.

Avi-Itzhak (1988) conducted a study in Israel in order to identify the professional needs of kindergarten teachers and to find out those professional needs, organizational factors, and teachers’ characteristics which constituted the determinants of job satisfaction. 93 teachers completed a questionnaire with 19 statements. It was designed
as a five-point Likert scale. In this study, five categories emerged after the application of factor analysis. The need categories were found to be parallel with the needs identified by Maslow. The results showed that teachers were most satisfied on the two lower needs (security and social needs), and less satisfied on higher needs (esteem, autonomy, and self actualization). Age, teaching experience, and organizational complexity were found to have a significant role in defining satisfied and dissatisfied teachers. From the perspective of Herzberg’s theory, teachers were quite satisfied with hygiene factors, and less satisfied with the motivators.

Conley, Bacharach and Bauer (1989) examined the relation between working environment and teacher dissatisfaction working at elementary and secondary schools in New York. The data were gathered at school level, and 42 elementary and 45 secondary schools were involved. The instrument was in the form of a four-point Likert scale. In this study, high levels of role ambiguity and routinization were associated with high levels of career dissatisfaction. They both together proved to be significant predictors of dissatisfaction. Besides, career dissatisfaction was associated with neither authority nor influence deprivation. Communication with peers and administrators negatively associated with dissatisfaction. Positive supervisory behavior emerged as a significant negative predictor of dissatisfaction with both primary and secondary school teachers, however, negative supervisory behavior showed to be a predictor of dissatisfaction only for secondary school teachers. Certainty and rationality of the promotion process showed a high negative correlation with career dissatisfaction. When classroom environmental factors were considered, elementary school teachers with manageable class size, less student learning problems, and less student behavior problems reported a lower level of career dissatisfaction. However, for secondary school teachers, only the last two variables of the three emerged as a predictor of career dissatisfaction.
Prick (1989) conducted a study in Holland, in order to define the overall satisfaction and facet satisfaction of teachers at secondary schools and to examine the determinants of job satisfaction. Apart from a general job satisfaction scale; he used five other scales to measure the facet satisfaction levels. Those were school management, work content, working conditions, colleagues, and opportunities for promotion. The results showed that the primary determinant of the job satisfaction was the job content. After the age of 45, the teachers became less satisfied with their profession. He also compared the satisfaction levels of teachers from different countries. Among six countries (Holland, Austria, Belgium, West Germany, Spain, and Portugal), Austrian teachers demonstrated significantly high, and Portugal and Belgium significantly low level of satisfaction.

Naik (1990) studied the Job satisfaction of teaching assistant of Baroda University. Eighty five teachers of different faculties of Baroda University were selected for the sample of the study. Cluster Layer Random Sample Method used to select the sample. The data was collected with the implementation of self made Job Satisfaction Questionnaire. Findings of the research were; (1) No significant difference found between male and female college teachers, (2) Job satisfaction had positive relation with educational experience and, (3) Unmarried teachers have high satisfaction than the married teachers.

Gill (1990) studied 406 teachers (234 males and 172 females). She found that successful Physical Education teachers with higher socioeconomic status and more creative better adjusted than less successful teachers. She found that male Physical Education teachers were better adjusted and more original than female Physical Education teacher.
Fay and Chapman (1990) conducted a study to examine the correlates of job satisfaction among the Jamaican elementary school teachers. A stratified random sample of 190 and 100 teachers in MR and VI schools respectively was drawn. School prestige was identified to be the best predictor to predict job satisfaction for all teachers, and followed by working conditions, interpersonal relations with other teachers, relationships with parents and organizational structure.

Imam (1990) conducted a study to measure job satisfaction. He administrated a Job Satisfaction Index to 100 teachers, fifty men and fifty women. In his study, he found that age, sex, level of education, monthly income, and medium of instruction did not lead to significant differences in overall job satisfaction. Male teachers appeared to be more satisfied with their pay, work, supervision and people contributed more toward job satisfaction than the factor of pay and promotion.

Watson et al. (1991) conducted a research on primary and secondary school teachers in Australia. 611 primary and 711 secondary school teachers participated in the study. The level of overall satisfaction among the teachers was found to be moderate to very high for over 80% of the teachers. Human relations in the work place were the basic source of job satisfaction for the teachers. The results showed that the most important reasons for satisfaction were staff relations, pupil qualities, personal achievement, and school tone. Community support, geographic location, and the departmental structures and requirements played smaller roles in overall job satisfaction. In the search of a correlation between certain factors and facet job satisfaction, they found that female teachers were more satisfied than male teachers in terms of appointment. Higher commitment to teaching, effective pre-service education, having an induction program and in-service training, spending less that 60 minutes to arrive the school, and receiving helpful staff support showed a high correlation with job satisfaction. Besides, teachers
finding school equipment and teaching aids helpful were more satisfied than those who did not.

Tarrant (1991) proposed a resource teacher model as a solution to lack of motivation in middle-aged teachers. The role of special education resource teacher provided intrinsic rewards such as autonomy, challenge, and variety which could renew motivation. Moreover, a new role as resource teacher addressed the issues of mid-life stagnation and allow for personal growth.

Lobosco and Newman (1992) conducted a research to examine 573 elementary secondary school New York teachers, including teachers of gifted and learning disabled students. They indicated that teaching the gifted was related to job satisfaction, whereas working with learning-disabled was related to decreased job satisfaction, especially for teachers without special education training.

Nair (1992) studied the Job satisfaction of the primary school teachers of Baroda city. 150 teachers were included for the sample of the study. Random Sampling Method used to select the sample of the study. Job Satisfaction Scale and Personal Information List were used for the data collection. The collected data was analyzed using statistical techniques like Mean, t-test, and Simple Percentile Method and Distribution of Frequency. Findings of the study were; (1) No significant difference was found between the teachers of HI and non HI school teachers. (2) No significant difference was found between P.T.C. and B.Ed. degree teachers. (3) Further no significant different found between married and unmarried teachers.

Billingsley and Cross (1992) examined variables that influence teachers' commitment and job satisfaction among both general and special educators. Their study also tried to determine the extent to which teachers' commitment and satisfaction variables influence their intent to stay in teaching. Questionnaire data were obtained from
463 special educators and 493 general educators. The results suggest that work-related variables, such as leadership support, role ambiguity, and stress are better predictors of commitment and job satisfaction than are demographic variables. The attitudinal and behavioral measures of commitment are significant predictors of intent to stay in teaching.

Darji (1992) studied the Job satisfaction of primary school teachers of Himmatnagar taluka, 125 male teachers and seventy four female teachers were selected for the sample of the study. A questionnaire having different sections with eighty eight questions was used for the data collection. Findings of the study revealed that that the urban teachers were more satisfied with their job and Job satisfaction increased with safety of salary and safety of the job.

Patel (1993) studied the Job satisfaction of primary school teachers. 130 male and female school teachers were selected for the sample of the study. Seventy two positive and twenty eight negative statements included questionnaire used for the data collection. Major findings of the study were; the favorable attitude of the principal highly affected the Job satisfaction, while the frequency of satisfaction was increased where physical facilities were available.

Cross & Billingsley (1994) conducted a study and used path analysis to examine the effects of work-related factors (including principal's support, stress, role problems, job satisfaction, and commitment) on 542 special educators (including teachers of students with emotional disabilities, race and gender of teachers). They found that job satisfaction had a positive direct effect on the subjects in their study regarding the intention to stay in teaching. Factors with small effects included professional commitment and perceived employability outside teaching. Principal's support, stress, and role problems had direct effects on job satisfaction and commitment.
Tapodhan (1994) studied conducted a comparative study on Job attitudes and Job satisfaction of Secondary school teachers of Ahmedabad city. Five hundred teachers were included in the sample of the study. Random Sampling Method was used in the study. Self made Job Attitude Scale and D. N. Mrutha formulated Job Satisfaction Questionnaires were used for the data collection. Different statistical techniques like; Mean, Median and Standard Deviation used for analyzing the data. Findings of the study were; (1) Job attitudes of female teachers were more positive than the male teachers, (2) Area did not significantly affect the Job satisfaction, (3) Marital status, educational experience and age did not significantly affect the Job satisfaction, (4) Types of school and Area of the school did not significantly influence the Job satisfaction.

Cheung (1995) conducted a study to examine the factors contributing to job satisfaction and dissatisfaction with respect to five facets: work, pay, promotion, supervision and colleagues, among teachers of moderately mentally handicapped (MoMH) schools. 103 teachers of special schools for MoMH children were involved to complete questionnaires in which Job Descriptive Index (Smith, Kendall and Tnlin 1969) was adopted. Results indicated that the main reasons for dissatisfaction among these teachers were: lack of promotion opportunities and poor communication among colleagues. Besides, there was a significant difference in the perception of colleagues and supervision between the two genders, and the G.M.. Grade teachers had higher satisfaction with their pay than the C.M. grade teachers. This study investigated the job satisfaction of special education teachers of special schools for severe grade mentally handicapped children in Hong Kong and correlates of job satisfaction among them. Both qualitative and quantitative approaches were adopted to investigate this issue. A bilingual version (English-Chinese) of the Job Descriptive Index (ThL) was administered to a sample of 98 special education teachers for SMR children to assess their job satisfaction.
with respect to their work itself pay, opportunities for promotion, colleagues, and the supervision. Emphasis was on the identification of factors that could be affected through administrative intervention.

The overall result showed that the special education teachers for SMB children were quite satisfied with their present job. Among the five facets, teachers expressed the lowest level of satisfaction with promotion opportunities. However, they were satisfied with their pay and work, and reported a rather high level of satisfaction with the supervision and their colleagues. When teachers' characteristics were tested by one-way ANOVA, significant effects were found for sex, position, marital status, teaching experience, and teacher training. Male teachers reported a rather high level of satisfaction with Colleagues, Supervision, and Work scales. ‘Permitted teachers’ reported the lowest level of satisfaction with Promotion scale, and teachers without special education training reported a rather high level of satisfaction with Colleagues scale. Comparison among teachers of ordinary secondary schools, special schools for moderate mentally handicapped children, and special schools for severe grade mentally handicapped children with regard to their job satisfaction were tested by one-way ANOVA. Result indicated that special education teachers for SMB children were more satisfied with their present job than ordinary secondary schools teachers and special education teachers for MoMH children. Findings of the study also indicated that school prestige, working condition, organizational structure, and teacher parent’s relationship were significantly related to their job satisfaction. However, totally 57.2% of teachers had a great potential to quit their present job. In the qualitative study, results indicated that teachers' job satisfaction would be related more to their emotional interrelations with students (students’ behavior problems, teachers' attitudes towards the education of the SMII children). Implications of
these findings are discussed. Recommendations for increasing the job satisfaction of special education teachers for S1%ffl children are proposed.

Avi-Itzhak (1988) defined job satisfaction as “the willingness of the teachers to choose the same profession if it were feasible to reconsider a career choice”. Nevertheless, ‘choosing the same profession’ may show the enthusiasm in the profession, but may not reflect the satisfaction obtained in a particular organization. A teacher can be enthusiastic about the profession but may not be satisfied in his/her current job.

Abu-Saad and Hendrix (1995) conducted a study and the questionnaire was administered on 273 teachers. The questionnaire had two sections. The first section was constructed to measure the job satisfaction levels of the teachers and it had 25 items. The second section had 54 items to measure organizational climate. Both sections were designed in the form of a five-point Likert scale. The results showed that the most dominant factor affecting job satisfaction was the satisfaction with the work itself. Principal leadership was an important organizational climate factor. Satisfaction with work itself was found to be related to principal leadership and autonomy. The relation between principal leadership and teacher intimacy showed a high a correlation with two job satisfaction factors, which were the work itself and social needs.

Thakkar (1995) studied the Job satisfaction of the principals of the Secondary school. The principals of six districts of Saurashtra were selected for the sample of the study. Self made Job Satisfaction Scale was used for the data collection. Frequency, Mean, Median, Standard Deviation, Chi-square and Critical Ration were used for the analysis of the data. Findings of the study were; (1) Majority principals had neutral attitude; (2) No significant influence was found on Job satisfaction by the age, area, educational qualification and marital status; (3) Educational Experience had significantly
affected the Job satisfaction. Nine to sixteen years experience principals were found to be more satisfied.

_Jadeja (1997)_ studied the Job satisfaction, Values and Problems of in-service female school teachers. Cluster Layer Random Sampling Method was used to select the sample for the study. Colleges, Secondary schools, and seventy five primary school teachers included. 584 female school teachers of six districts of Saurashtra selected for the sample. G. G. Nakum formulated Value Scale and self made Problem List and K. P. Viroja formulated Job Satisfaction Test were used for the data collection. Age, educational qualifications, types of school management and experience were included as independent variables, while Job satisfaction, Values and Problems were dependent variables. The data was analyzed with different statistical techniques like; F-value, t-value, Mean and Variance of Analysis. Findings of the study were; (1) Equal Job satisfaction was found in each levels of female teachers’ education, (2) P.T.C. degree holder school teachers were more satisfied than having B.Ed. degree. (3) There was no effect on Job satisfaction of school management and medium of the school. (4) Significant difference found between married and unmarried school teachers. (5) Experience did not affect the Job satisfaction.

_U.S. Department of Education (1997)_ in their study on job satisfaction levels of teachers, provided evidence to show a high correlation between job satisfaction and working conditions (administrative support and leadership, student behavior and school atmosphere, and teacher autonomy). VI school teachers and primary school teachers tended to be more satisfied than MR school teachers and secondary school teachers, respectively. The correlation between age and job satisfaction varied in terms of school type. Salary and benefits showed a weak relationship with teacher satisfaction. Parental
support constituted an additional factor, which showed a high correlation with job satisfaction.

Rathava (1998) studied the Job satisfaction of the primary school teachers of Baroda city. 120 male and female school teachers were included in the sample of the study. Out of them, eighty teachers were male, while forty teachers were female. Random Sampling Method was used to select the sample of the study. K. U. Lavingia formulated Attitude Scale was used for the data collection. The collected data analyzed with different statistical techniques like; Standard Deviation, Chi-square, Critical Ratio and Mean. It was found that the age, educational qualifications and educational experience did not significantly affect the Job satisfaction.

Birlik (1999) conducted a study on teacher job satisfaction and their understanding of education. 300 teachers working at general high schools involved in the study. The overall job satisfaction of the teachers was found to be quite low. The major factors associated with this result were salary, reputation, problems of the education system, and interest areas. The results also showed that gender and work experience were related to job satisfaction. Teachers who were graduates of faculties of education were more likely to be more satisfied with their jobs, compared to teachers with teaching certificate obtained after the completion of a four-year program at faculties of art and science. Working conditions, benefits, and seniority were also found to be related with job satisfaction.

Carroll & Ferrara (2000) indicated that rules and procedures under which the educators operate were viewed by them as a threat to their autonomy. Therefore rules and procedures which do not impinge upon autonomy would not promote job satisfaction but rules and procedures that do encroach upon autonomy would foster job dissatisfaction, thereby putting educators at risk for turnover and eroding educational quality.
Vyas (2001) studied the Job satisfaction of primary teachers with reference to their sex, marital status and educational qualification. Cluster Layer Method was used to select the sample of the study. 3000 primary school teachers were selected from Junagadh and Porbandar districts. 1770 male teachers and 1230 female teachers were included in the study. Self made job satisfaction inventory was used for the data collection. Various statistical techniques used for the data analysis. Mean, Median, standard deviation and chi-square used for the procedure of data analysis. Findings of the study were; (1) There was a significant difference between married and unmarried teachers, (2) Marital status did not affect the male teacher’s Job satisfaction; (3) Married teachers’ gender did affect the Job satisfaction, and (4) The affect of different districts found with reference to lower educational qualification.

Furnham, Petrides, Jackson and Cotter (2002) conducted a study in New Zealand for various occupations. It involved two studies; 250 participants completed two different questionnaires in the first study (Eysenck Personality Profiler and Work Values Questionnaire), and 82 participants completed two other questionnaires (The Big Five Inventory and The Job Satisfaction Questionnaire). They found out that conscientiousness and age were the two predictors of overall job satisfaction. Younger and more conscientious employees consistently reported higher levels of job satisfaction. Personality did not show a strong or consistent effect either on what individuals perceived as important in their work environment or on their levels of job satisfaction.

Bogler (2002) conducted a study on the determinants of job satisfaction for elementary, lower and higher secondary school teachers in Israel. A total of 745 teachers involved in the study. 51% of the teachers were elementary, 20% of the teachers were junior high, and 26% of the teachers were high school teachers. The instrument had three sections with a total of 80 items. The first section was designed as a seven-point Likert
scale, and the other two were of five-point Likert scale. He found that occupational perceptions, principals’ leadership styles, and some demographic characteristics were distinguishing factors between satisfied and dissatisfied teachers. Most of the male teachers who worked in large schools in the city, perceived their principal as a transactional leader, and did not perceive their job as a profession showed low level of job satisfaction, whereas, mainly female, Jewish, working in large schools, perceived their principal as a transformational leader, and viewed their job as a profession constituted the ones with high level of job satisfaction. More highly satisfied teachers were among the ones teaching at 1-3 grades compared to those in higher grades.

Stempien and Loeb (2002) worked on the differences in the satisfaction levels of general education and special education teachers. 116 teachers participated in the study. The researchers used two different satisfaction scales; Brayfield-Rothe Job Satisfaction Index, and Life Satisfaction Index-A. The researchers added five more items for satisfaction related to teaching. Special education teachers taught students who were emotionally or behaviorally impaired. These special education teachers showed lower job satisfaction compared to general education teachers.

Joshi (2004) has studied the Job satisfaction of B.Ed. trainee and B.Ed. trained teachers of Saurashtra region of Gujarat State. 120 B.Ed. trainees and 120 B.Ed. teachers were included for the sample of the study. Cluster Layer Method was used to select the sample. There different tools were used for the data collection. Personal Information Sheet, Job Stress List formulated by D. J. Bhatt, and Lodhal and Cadgner formulated Gujarati version of Job Involvement Inventory implemented on the sample of the study. Medium, standard deviation and t-test used for the procedure of data analysis. Findings of the research were; (1) No significant different was found between B.Ed. trainees Job satisfaction and Job stress, (2) Positive significant correction was found between job
involvement and the job satisfaction of B.Ed. trainee., (3) Positive significant correlation was found between job involvement and job satisfaction of male teachers, and (4) The teachers coming from nuclear family have higher job involvement than the joint family teachers.

2.3. Research studies related to Occupational Stress and the Personal Variables

Alan H.S. Chan, Chen, and Elaine Y.L. Chong (2010) conducted a study on work stress of teachers of primary and secondary schools in Hong Kong. This study was developed to investigate the occupational health problems among teachers of primary and secondary schools in Hong Kong. A random sample of 6000 teachers was generated from the database of Hong Kong Professional Teachers’ Union (HKPTU) members. A self-administered questionnaire was designed and sent by mail to the teachers of primary and secondary schools in Hong Kong, together with a cover letter and a reply paid envelope. A total of 1,710 usable questionnaires were returned. Heavy workload, time pressure, education reforms, external school review, pursuing further education, and managing students' behavior and learning were the most frequently reported sources of work stress. The most frequently reported stress management activities were sleeping, talking to neighbors and friends, self-relaxing, and watching television, whereas the least frequently reported activity was doing more exercises or sports.

Figen Eres & Tatjana Atanasoska (2011) studied Occupational Stress of Teachers: A Comparative Study between Turkey and Macedonia. The aim of the study was to determine the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. The scale used in the study was developed by researchers. 416 Turkish teachers and 213 Macedonian teachers have participated in the study. At the end of the study it was seen that Turkish teachers have mild stress levels and Macedonian teachers had moderate stress levels. There was a meaningful difference in the stress level points of Turkish and Macedonian teachers. Policy makers were advised to analyze the teacher training and assessment
system with the assumption that personal and social characteristics and working conditions might have an effect on teacher stress.

**Alexander-Stamatios Antoniou, Aikaterini Ploumpi and Marina Ntalla (2013)** investigated the levels of occupational stress and professional burnout of teachers of primary and secondary education. It aimed at investigating the coping strategies adopted and its relationship with professional burn out. The survey involved 388 teachers who taught in public schools in Attica. Three instruments were administrated to teachers: “Teachers’ Occupational Stress” (Antoniou, Polychroni, & Vlachakis, 2006), the Maslach Burnout Inventory (Maslach & Jackson, 1986) and the “Stress Coping Strategies Scale” (Cooper, Sloan, & Williams, 1988). The findings showed that teachers of Primary Education experienced higher levels of stress compared to the teachers of Secondary Education. Female teachers experienced more stress and lower personal accomplishment than men. Rational coping behaviors were the source which helped teachers to overcome work-related stressors and burnout and achieve their valued outcomes with students, while avoidance of coping predicted high level of stress and burnout.

**Tahira Khatoon & Mariya Aftab (2013)** studied the demographic differences and occupational Stress of secondary school teachers. The present study examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. The population in this Study consisted of 608 teachers from 42 schools of Uttar Pradesh (India). The teachers occupational stress scale was used for data collection, while t-test and f-test were used for statistical analysis. According to the results of the analysis, nearly half of the secondary school teachers experienced less stress towards their job and males displayed more occupational stress towards Job than the females. Moreover, the trained graduate teachers were found to have higher occupational
stress than post-graduate and untrained teachers. Teachers with an experience of 6-10 years faced occupational stress the most and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Findings also revealed no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

**Ansarul hasan (2014)** studied the occupational stress of primary School teachers. In this study an attempt was made to compare teachers’ occupational stress of primary government and private school teachers of Tehsil Laksar, district-Haridwar. 100 teachers were selected as sample, 50 each from government and private schools. Teachers’ occupational stress scale constructed and Standardized by Dr. Sajid Jamal and Dr. Abdul Raheem was administered. Findings revealed that in general, the primary school teachers found to be highly stressed. Moreover, the private primary school teachers also found to be highly stressed in comparison to the government primary school teacher.

2.4. Research studies related to Adjustment and the Personal Variables

**Anup Singh (2014)** conducted a Study on the adjustment Problems of Pupil Teachers in Bhiwani District, Haryana. The investigator used the “Bell’s Adjustment Inventory” for “pupil teacher” prepared by Dr. R.K. Ojha. The data were analyzed with the help of Mean, S.D. and t-test to study the adjustment problems of pupil teachers of B.Ed. colleges of education. Average adjustment level of male-female pupil teachers in B.Ed. institutions in Bhiwani district was observed. The study also revealed that the male and female pupil teachers were not significantly different on adjustment level.

**Nadeem and Gawher Ahmed Bhat (2014)** examined adjustment Level among Secondary School Teachers in Kashmir. The present study was carried out in Government Secondary Schools of district pulwama and district Srinagar of Kashmir Division to know the gender, demographical and educational impact on teacher’s adjustment behavior. In
this study it was observed that there was significant difference between male, Female and Rural, Urban Secondary School Teachers. Sample for the study Consisted of (200) Secondary School Teachers in which (100) from rural Area and (100) from urban area. Bell’s Adjustment inventory was used to study the adjustment level of secondary school teachers.

Singh (2014) conducted a study on adjustment of teachers working in secondary schools in Haryana in relation to sex, place of working, marital status and academic results. For this purpose a sample of 800 teachers both male and female working in urban and rural schools of Haryana was taken. They were administered MTAI. The findings of the study indicated that there was a significant difference between the male and female, working in rural and urban areas, married and unmarried teachers.

Raju and Ramesh (2014) examined the Creativity and Adjustment among Residential school teachers. The study focussed on the relationship between creativity and adjustment among residential school teachers in Vizianagaram District of Andhra Pradesh, India. The data were collected from 191 residential school teachers working in 22 residential high schools of Vizianagaram district by using the ‘teacher creativity scale’ constructed and standardization by Undurthy (1988) and ‘teacher adjustment measurement tool’ standardized by Pakalapati (1994). The data were analyzed by using the statistical procedures like means, standard deviations, critical ratios and r-values.

2.5. Research Studies Related to Job Satisfaction and Occupational Stress

Carolyn Pearson (2005) conducted a study to examine the relationship between teacher autonomy and on-the-job stress, work satisfaction, empowerment, and professionalism. Using a reliable and valid measure of curriculum autonomy and general teaching autonomy (TAS), it was found that as curriculum autonomy increased the-job stress decreased, but there was little association between curriculum autonomy and job
satisfaction. It was also demonstrated that as general teachers’ autonomy increased so did empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased, the job stress decreased, and greater job satisfaction was associated with a high degree of professionalism and empowerment. The results of this study also indicated that autonomy did not differ across teaching level (elementary, middle, high school).

**John J. De Nobile and Johan McCormick (2005)** in their paper “Job Satisfaction and Occupational stress is Catholic Primary Schools” mentioned nine job and four occupational stress factors which they identified during their study on 356 staff members from 52 primary schools of 6 Catholic school systems in New South Wales, Australia. The results hold implications for school systems and school administration.

**Susan (2005)** conducted descriptive-comparative study to measure the occupational stress, personal strain, and coping resources of a stratified random sample of classroom teachers by using the Occupational Stress Inventory Revised Edition (OSI-R). A large anticipated proportion of the 146 participants exhibited maladaptive levels especially for the subscales Role overload and responsibility. In addition, maladaptive levels were observed for the four personal strain subscales. Interestingly, participants exhibited strong coping resources except for the Rational/Cognitive subscale. More similarities than differences were observed in participants’ responses by their gender and grade level. Nurses can play an important role in the early detection, reduction, and prevention of occupational stress to promote the health and work performance of teachers.

**Lokanadha Reddy and Poornima (2012)** conducted a study and revealed that majority (74%) of the university teachers had experienced moderate and high levels of occupational stress and 86 percent of teachers had professional burnout. Also, the analysis
showed strong support for the hypothesis that there was a positive relationship between the occupational stress and professional burnout of university teachers. The investigator developed a five point scale and used for assessing the occupational stress. Stepwise multiple regression analysis showed that the occupational stress was accounted for 7.6 percent of variance to professional burnout.

Lokanadha Reddy and Vijaya Anuradha (2013) conducted a study to examine the Occupational Stress of teachers working at higher secondary level. Three hundred and twenty seven higher secondary teachers were chosen as sample, by using Simple Random Sampling Technique and administered with an Occupational Stress Rating Scale. The statistical techniques employed were percentage, mean, SD, mean ± 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analyzed accordingly. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with stress are: improve self esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humor, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help.

2.6. Research Studies Related to Job Satisfaction and Adjustment

The investigator has found a few studies related to Adjustment and these studies were found to be from 1966 A.D. to 2006 A.D. Adjustment was included as a dependent variable in present study. The available studies were concern to the Educational achievement, sex, standard, social economic status etc. These factors were included as variables in different studies.

Bhagiya (1966) studied the problems of school Adjustment for developing an Adjustment Inventory. 3224 students of Secondary school were included in the sample of
the study. Adjustment was the chief dependent variable in the study. Self constructed Adjustment Questionnaire was implemented and used for the data collection. Mean, Standard Deviation, Correlation and Chi-square were the different statistical techniques used for the data analysis. Higher Adjustment was found in girls than boys in general atmosphere of the school. Self finance school students had higher adjustment with their teacher.

Agraval (1970) studied the Adjustment problems of the students of Secondary school as perceived and judged by the parents, Teachers and pupils themselves. 237 students of Std. 9th to Std. 11th were included in the sample of the study. Self made Questionnaire and Saksena Adjustment Inventory was used for the data collection. For the data analysis, t- test was used. Adjustment was the chief dependent variable in the study. The problems of the Adjustment of house, school and society were decrease, while health related problems were increase. Significant difference was found between lower and higher economic status of the society.

Bhatt (1972) studied the adjustment of the students studying in Std.11th in Rajkot city. Different dependent and independent variables like; Adjustment, school, home, sense, health, social economical status, intelligence and sex were included in the study. There were twenty students of Secondary school selected for the sample of the study. Saksena Personal Adjustment Questionnaire was used for the data collection. Mean and Correlation found through the data analysis. There were fifteen percentage of sample obtained D level adjustment in the study

Chag (1974) examined the relation of Family status with Educational adjustment, Emotional adjustment and the Social adjustment of the students. Adjustment and Family situation were the variables of the study. 55 students of Std. 9th and Std.10th were included for the sample of the study. Gujarati translation of Sinhavi Adjustment Inventory
was the tool for the data collection used in the study. For the analysis of the data, t-test was used. No relation was found between social economic measurement and educational adjustment.

**Tulpune (1977)** conducted a pilot study on Adjustment of Pre-University of the S.N.D.T. Arts College for Women. 213 Pre University Girls students were included in the sample of the study. An adjustment was the chief dependent variable was for measured. Bell Adjustment Inventory was used for the data collection. Percentile Rank Technique was utilized for the analysis of the collected data. He study found that thirty students had lower Adjustment in the field of social adjustment. Significant difference was found between in-service and non-service University students with regard to their adjustment.

**Goswami (1980)** studied the adjustment problems of school going Adolescent girls for developing an adjustment Inventory for their measurement. Self made Adjustment Inventory was used for the data collection. 2481 girl students of Std. 8th, 9th and 10th were included in the sample of the study. Adjustment was the chief dependent variable in the study. The findings of the present study were; (1) Adjustment problems gradually increase with the age, and (2) Adolescent girls had mental and emotional problems.

**Gupta (1981)** studied the parental preferences in relation to Adolescent’s Personality, Adjustment and Achievement. Adjustment, Achievement and the Personality were the dependent variables for measured. The sample of the study carried 3404 students. Saksena Adjustment Inventory was the tool for the data collection. Correlation found for the analyzing the data. The absolute findings of the study were, (1) Joint family students have better adjustment than separate family in education, social and health, and (2) There was no any direct effect of type of family on family adjustment.
Matoo (1981) studied the home adjustment patterns of adolescent boys and girls at various levels of Socio economic status and general intelligence. Adjustment and social economical status were the chief dependent variables of the study. 902 students of Secondary school were selected for the sample of the study. Saksena Adjustment Inventory was used as a tool for the data collection. Chi- Square method was used for the analysis of the collected data. Social economic status of family adjustment of the students found to be very significant in this research.

Ghankot (1982) studied the family and social adjustment of standard 11th students of Gujarati medium Higher Secondary school of Bhavnagar city. Adjustment and Sex were two chief variables of the present study. The sample of the study carried 136 boys and 121 girl students of Higher Secondary school for the data collection. Harkant Badami’s Family Adjustment Inventory was used as a tool for the data collection. Two way t-value techniques were utilized for the analysis of the data. The chief findings of the study were, (1) Family adjustment of girls was more significant than the boys, and (2) Social adjustment of boys was more significant than the girls.

Daslaniya (1982) studied the Adjustment of the trainees of Prathmik Adhyapan Mandir. The sample for the present study, there were 364 male and 348 female trainees of P. T. C. selected through randomly. Adjustment was the chief dependent variable in the study. Self made questionnaire was implemented on the selected sample for the data collection. The collected data analyzed through t-test. The result of the study found that the female trainees had better adjustment than the male trainees.

Singh (1983) studied the Need patterns, Achievement and Adjustment of mentally superior children. An Adjustment and an Achievement were the dependent variables for measured. The sample of the study carried 450 students for the data collection. Personal Reference List of Tripathi and an Adjustment Check Method of K. P. Sinha and R. B.
Singh were used for the analysis of the collected data. Percentage technique was utilized for the analysis of the data. The lower adjustment was found in the field of social, health, house and educational achievements.

Pawar (1983) studied on a study of the social and economic Adjustment of Adivasi students of Std. 8th and 9th of Valsad District. There were 358 Adivasi students of Std. 8th and Std. 9th were selected for the sample of the study. Adjustment was the chief dependent variable in the study. Family Adjustment Inventory of Harkant Badami and the Social Adjustment Inventory were used for the data collection. Mean, Standard Deviation, t-Test, F-test and Pearson’s correlation used for analyzing of the collected data. The chief findings of the study were: (1) There was significant difference found in Adivasi children between social and family adjustment, (2) There was the equal adjustment found between boys and girls, and (3) The effect of standard was not found on family adjustment.

Raval (1984) studied the Personality adjustment and Attitude towards authority of emotionally disturbed Adolescents in relation to their Home and School environment. There were 276 students selected for the sample of the study. Adjustment was the chief dependent variable in the study. Self made Questionnaire, Mital’s Adjustment Inventory and Daxit’s School Atmosphere Measurement Scale were three different tools used for the data collection. Correlation found for the data analysis. The chief conclusions of the study were: (1) Mentally retarded children had no problem in adjustment, and (2) Mentally retarded children were not different in an Individual adjustment on account of their age.

Kumar (1985) conducted a comparative study on the Interest needs and Adjustment problems of gifted and average children. An adjustment, Needs and an Interest were the dependent and the independent variables of the study. There were 509
students of Std. 10th were selected for the sample of the study. Saksena Adjustment Inventory was implemented for the collection of data. T-test utilized for the analysis of the collected data. No difference was found in adjustment between higher achiever and normal students, while the higher achiever had profound adjustment in the field of health adjustment.

Donga (1986) studied the adjustment of the B. Ed. College Trainees of the Universities in Gujarat state. Adjustment was the dependent and the Sex was an independent variable of the present study. 1880 trainees of B. Ed. College were included for the sample of the study. Gujarati translation of ‘Incomplete sentence Blank’ was used as a tool for the data collection. Correlation, F-Test and t-Test were different statistical techniques used for the analysis of the collected data. Male trainees had higher adjustment than female trainees, while trainees’ economic status had no effect on the Adjustment.

Kala (1986) studied the Personality development and Adjustment of pre-adolescent children born to working and non working women from higher socio-economic family. There were sixty students included for the sample of the study. Personality development, Adjustment and the Social economical status were different variables measured. S. E. S. Scale and an Adjustment Test prepared by Parikh were used as tools for the data collection. Descriptive Statistical Method was used for the analysis of the data. No significant difference was found between the children of working and non working women.

Pandya (1993) studied the Adjustment, Achievement motivation, Anxiety and an Educational achievement of the children of working and non-working mothers. Adjustment was the chief dependent variable in the study. There were 1242 students of Secondary school selected for the sample of the study. Self made Adjustment Inventory was used for the data collection. Mean, t-test and Standard deviation were different
statistical techniques utilized here for the analysis of the data. The findings of the present study were; (1) Different professional ladies’ children had equal social adjustment, (2) Working and non-working mothers’ children had equal adjustment, and (3) Non-working mothers’ girls had significantly high mental adjustment than the boys.

Zibba (1999) studied the Adjustment, Frustration, Achievement and Achievement motivation on Normal and Handicapped students. Adjustment was the chief dependent variable in the study. 383 physically handicap students of Std. 8th to Std. 12th of Gujarat state were included in the sample of the present study. Self made Questionnaire and visits of different institutes were different tools utilized for the collection of the data. For the analysis of the data t-test and F-Test utilized. Family adjustment of normal students and handicapped students didn’t differ; similarly normal students and handicapped students of joint family had equal family adjustment. These were the chief conclusions of the study.

Gohil (2001) studied the relation between adjustment and educational achievement of secondary and the higher secondary school students. There were 3142 students of Secondary and Higher Secondary school selected for the sample of the study. There were three different tools; Problem Test, Desai Adjustment Inventory and the Socio economical Measurement Scale were utilized for the data collection. In the procedure of analysis of the data Mean, Correlation and Validity was found. The effects of sex and type of school were found to have relation with adjustment and educational achievement, while the area was found to have relation with Adjustment and Educational achievement.

Joshi (2005) studied the Anxiety, Adjustment, Achievement motivation and Educational achievement of working and non-working parents’ children of Primary school. Adjustment was the chief dependent variable in the study. There were 828 primary school students of Std. 5th, 6th and 7th were selected for the sample of the study. Three difference tools; Desai Adjustment Inventory, Desai Anxiety test and Achievement
motivation Scale prepared by Minaxi Bhattnagar was used for the data collection. T-value and Standard Deviation found for the procedure of the data analysis. The conclusions of the study were; (1) Boys’ adjustment was found to be higher than the girls’ whose parents were in-service. (2) Boys’ adjustment was found to be higher than the girls’ whose parents were not in-service, and (3) Boys’ physical adjustment was found to be higher than the girls’ physical adjustment whose parents were in service.

Purohit (2006) studied the Primary school teachers’ Self confidence, Adjustment, Values and Achievement motivation of Primary school teacher. Adjustment was the chief dependent variable in the study. There were 943 primary school teachers of Saurashtra and Kutch region selected for the sample of the study. Self constructed Adjustment Inventory was utilized for the data collection. There were different statistical techniques like; Mean, Correlation, Standard deviation, t-test and F-test used for analysis of the collected data. The chief findings of the study were; (1) Self confidence of the primary teacher at different age level found equal, (2) Married and unmarried teachers had equal Adjustment, (3) Religious values were found to be higher in female primary teachers than the male teachers, and (4) Male and female primary teachers had equal Achievement motivation found.

2.7. Critical Appraisal of Review of Literature

After reviewing the above studies, it was observed that many studies were explored on general teacher’s job satisfaction, occupational stress and adjustment. Further studies attempted in the area of special education with the combination of job satisfaction, occupational stress and the adjustment appeared to be almost negligible. Divergent results were found in the studies reviewed and the studies with similar results were found to be negligible. While going through the literature it was also found that some demographic variables produced varied and mixed results with respect to job satisfaction.
A critical analysis of the studies that were reviewed above would help the investigator to sort out the domains that require further investigation and to decide the methodology and design of the present study. It was also found that most of the studies conducted were correlational studies and provided mixed results using varied samples from different levels of education. It implies that there is a need to further test the relationship between these variables and to bring more light in explaining the role of job satisfaction in relation to stress and adjustment of special education teachers. The present study is an attempt to fill up this research gap. Besides the above, the study might be useful in solving some of the problems of the special education teachers in relation to three variables included in the study. The results of the study will also help the concerned persons to understand various dimensions of adjustment and find ways and means to be well adjusted in the profession besides useful to the administrators and the concerned to create a congenial atmosphere in the institutions which will benefit the teachers and the students for achieving better results.