CHAPTER-2

REVIEW OF RELATED LITERATURE

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2.1 Introduction

Research is done in order to supply people with new knowledge or discovery. However, it is not to be expected that everybody would willingly believe what one is tackling in one's whole research. Thus, what one can do to make one research more credible will be to support them with other works which have spoken about the same topic that you have for your research. This is where review of literature comes in. You can even have literature sources in works such as stories, comments, projects, speeches, articles, novels, poems, essays, programs, theories, and others. This is why review of literature involves scanning the pages of any published literature like books, newspaper, magazine, website, webpage, collection, Research, pamphlet, and the like where you may be able to find any reference to the same topic that you are researching on. This time, “literature” does not exclusively refer to the poetic rendition of words, like that of Shakespeare alone. There are many reasons why literature review is rendered as a significant part of any research or dissertation of Research. You may ask what makes it as such if it is only supposed to contain titbits of other related works. Review of Literature is the part of the Research where the researcher will be given the opportunity to strengthen your Research for you will be citing what other reliable authors have said about your topic. This will prove that you are not just writing about any random subject but that many others have also poured their thoughts on the topic. You may also ask what makes literature review a necessary part of the Research. This question can be answered by trying not to include the review in your Research. Obviously, it affects the length of your Research but this is not the noticeable part. What would most certainly be lacking is the fact that your Research, without the review of literature, only contains all of your opinions about the facts that you have discovered through your research. Thus, how can you further convince the readers, in this case, the committee who will scrutinize your Research? This is the need that is answered only by the review of literature. By the mere fact that you are using “referencing” by citing what more credible people had said about the topic will build a stronger foundation for your Research. With a literature review, you need to establish a clear tie between the works that you have cited and the topic that you are writing about. You should be able to justify the inclusion of a certain work in your review so as to make everything that you have written useful. The more you
include useless points in your Research, the more that the committee will think that you have not put in a lot of thinking into your Research Literature review is also unique from the rest of the Research. While you have to fill most of the Research with your own analysis, in a literature review alone, you will have to write purely about related works of other people.

2.2 Past Study of Teachers

Fouzia, (2012) Professional Self-Esteem of Secondary School Teachers. Professional Self-Esteem of Secondary School Teachers, Professional self-esteem is a very important concept that should be highlighted to the professionals because it makes them understand their worthiness, evaluate their expertise and adjust themselves accordingly with their ambience. This research is mainly focused on professional self-esteem of teachers at secondary level. The major objective of this research is to compare the level of professional self-esteem of teachers (science/arts, rural/urban, male/female) at secondary level. Aricak (1999) Professional Self-Esteem Scale was used for this research study. Simple random sampling technique was used to get sample from the population. Data was collected from secondary school teachers of Sahiwal District, who were teaching different subjects of Science and Arts. The response rate was 81% as 203 out of 250 questionnaires were returned. Independent Sample t-test was applied. There is no significant difference in the level of professional self-esteem of Arts and Science teachers and rural and urban teachers, whereas a significant difference is found in the professional self-esteem level of male and female. Female secondary school teachers have high professional self-esteem than male teachers.

Mohd and Adil, (2014) conducted a study on ‘Temporary Job and Permanent Stress’ In daily life we all are stressed-knowingly or unknowingly. As rightly said by a great philosopher Epictetus, that “People are not disturbed by things, but by the view they take of them.” So it can be understood that stress by nature has become a part and parcel of everyday life and in today’s cut throat competition, nobody is truly stress free. Seeing the condition of society it feels like nobody on this planet is stress free so the teachers are. Only those who are either not born or are dead are stress free. Stress is a very serious problem as it impairs one’s capabilities and have direct adverse impact on performance. If stress is not tackled properly on time it may lead to
many emotional and physical problems. Teachers especially those who are appointed on temporary bases or on contractual bases are always work under stress, because of their status of being temporary. Although their job is temporary but stress becomes permanent.

Kumar, (2014) Study of Life Satisfaction among Primary, Middle and Secondary Schools Teachers of District Kathua, Satisfaction with life is one of the fundamental goals people try to achieve. In general, the word satisfaction means a subjective evaluation standard of various phenomena, states, activities and objects, including one’s self, experienced as a pleasant feeling of joy, success or satisfaction with previous work or activity. Life satisfaction is subordinate construct of subjective well being others happiness, mood and morale. It is contentment with one's life in general. In this paper an attempt has been made to find out life satisfaction among primary, middle and secondary school teachers in relation to gender and type of institutions. 200 teachers (108 male and 92 female) from 33 schools of Kathua district were selected as sample. 2×2 factorial design was applied to find out the results.

Solanki, and Solanki, (2015) ‘A Study on the awareness of physical activities among teachers in relation to their sex, age and type of school’ The study was designed to study the awareness of physical activities among teachers in relation to sex, age and type of school. A self made questionnaire was developed and administered. The data was collected from 100 teachers of secondary level from government, private and public schools. The statistical techniques- test, $\chi^2$ test and percentage analysis were used for the analysis of the data. The results revealed (a) No significant difference in the awareness of physical fitness activities among teachers in relation to their sex; age and type of school (b) No significant difference in the use of physical fitness activities among teachers in relation to their sex, age and type of school.

Hanifa, and Zubair, (2015) conducted a study on ‘Negative Affectivity, Coping Strategies and Burnout among School Teachers’ The present research aimed to investigate the relationship among negative affectivity, coping strategies, and burnout among school teachers. It was also intended to examine the role of gender, type of school, and job experience in relation to variables of the study. A stratified random sample (N = 300) comprising school teachers including both men and women was
acquired from schools. Results indicated that negative affectivity was significantly positively related with religious denial coping and burnout; while negatively related with positive coping, active coping and problem focused coping. Regression analysis found negative affectivity and religious denial coping as significant predictors of burnout. Results also indicated that female teachers reflected more negative affectivity, religious denial coping, and burnout; while men exhibited more problem focused coping style. Findings also indicated that teachers with lesser job experience and working in private schools reflected elevated levels of negative affectivity, religious denial coping, and burnout.

Goutami, (2015) conducted a study on ‘Modes of frustration causing burnout among Government and Non-government School Teachers’ A teacher is seen as a counsellor to both students and parents, sometimes a nurse, and a social worker and even to some extent a parent for the students who are under his or her tutelage. With the increasing number of roles, it is no wonder that teachers’ frustration & burnout are on a steady increase. The review of literature reveals that many studies have been undertaken on such burnouts. The present study attempts to assess the dimensions of frustration level experienced by government and non-government Schoolteachers. A frustration test developed by chauhan and Tiwari (1972) was administered, on a randomly selected sample of 60 schoolteachers, 30 governments & 30 non-governments. t-test was computed for four modes of frustration viz, aggression, fixation, regression & resignation. The results highlight that there is significant difference in the modes of frustration among the government and non-government schoolteachers.

Khan, Fleva and Qazi, (2015) conducted a study of Teachers self-efficacy is assumed to be affected by self-esteem and teachers’ general self-efficacy. Self-esteem is considered to be a trait reflecting an individual’s characteristic affective evaluation of self (Gist & Mitchell, 1992). The current study explores the factors that would affect teachers’ efficacy in cultural context. In the current study 200 teachers participated from various public schools. Multivariate analysis of variance and correlation analysis were employed to understand the effect of self-esteem and self-efficacy on teachers’ efficacy. The results indicated significant relationship between teachers’ efficacy and general self-efficacy and self-esteem. It was found that low
self-esteem and low general self-efficacy led to low teachers’ efficacy and consequently substandard performance in the class. On the contrary, high teachers’ efficacy was a reflection of high self-esteem and high general self-efficacy. Self-esteem influenced only in decision making, perceived education self-efficacy, perceived disciplinary self-efficacy, ability to get cooperation from community, and in the development of positive school environment of teachers’ efficacy. General self-efficacy influenced all the components of teachers’ efficacy except decision making and ability to influence school council/authories. In the study, it was observed that self-esteem significantly influenced teachers’ efficacy.

2.3. Past Study of Emotional Maturity

Mohammad and Nayar, (2013) conducted a study on ‘Impact of Emotional Maturity and Job Satisfaction on teaching effectiveness of school teachers’ The present investigation was aimed to study the effect of emotional maturity and job satisfaction on teaching effectiveness of school teachers. The participants were school teachers (N = 600) of India. A 2 X 2 factorial design was used and factorial ANOVA was employed for data analysis. Emotionally mature teachers were more effective as compared to emotionally immature teachers. Job satisfied teachers scored higher on teacher effectiveness scale than job dissatisfied teachers. Higher emotional maturity and job satisfaction leads to better teaching performance of school teachers.

Kumar and Singh, (2013) conducted a study on Job satisfaction of secondary school teachers in relation to their emotional maturity, job satisfaction is of great significance for efficient functioning of any organizations satisfied worker are the great asset of any organization and satisfaction leads their attitudes towards profession. Emotional maturity is that characteristics of emotional behaviour that is generally attained by adult after the expiry of his adolescence period. Present study focussed on the study of occupational aspiration of visually impaired students in relation to their achievement motivation. It was hypothesized that there exist no significant relationship between job satisfaction and emotional maturity of secondary teachers and there exist no significant different between job satisfaction and emotional maturity of male and female secondary school teachers. Sample of the present study comprised of 100 teachers(50 male and 50 female) working in
secondary school district Yamuna nagar selected through sample random sampling technique job satisfaction and emotional maturity of secondary school teacher were measured. There is significant relationship between job satisfaction and emotional maturity of secondary school teachers further, the more emotional mature secondary school teachers were found to be satisfied with their job. There is no significance difference between mean job satisfaction and emotional maturity scores of male and female secondary teachers.

Meenatchi and Benjamin, (2013) A study of ‘Religious Attitude and Emotional Maturity of Student Teachers in Pondicherry Region’. Aim of the study to find out the relationship between religious attitude and emotional maturity of student teachers. The sample consists of 300 student teachers in Pondicherry region selected using random sampling technique from two colleges of education in Pondicherry alone. Questionnaire RASUS developed by Krishnaraj and Balasubramanin -which is a 5 point scale containing 34 items ,EMS developed by Singh and Bhargava -5 Point scale containing 48 items is used in this study. The reliability and the validity of the questionnaire were standardized. In this study ‘r’ karl-pearson’s method will be used. From the analysis and findings, it is inferred that there exists a positive relationship between religious attitude and emotional maturity of student teachers. The student teachers may be given yoga training to maintain their emotions. The student teachers must be given proper guidance and counselling to manage their emotions. Various relax techniques can be taught to student teachers to control their emotions. Sports and games may be included in their daily training activities. Religious values must be taught in their training period so that they understand them and teach in future.

Kaur and Arora, (2014) conducted a study on ‘Coping styles among teacher trainees in relation to emotional maturity’ In the present study an attempt was made to elaborate the relationship between coping styles and emotional maturity among teacher trainees of Ludhiana district. The sample of 160 teacher trainees (80 boys and 80 girls) taken from colleges of Education. Data was collected with the help of ‘Ways of Coping’ Test Booklet by Susan Folkman and Richard S. Lazarus (1988) and Emotional Maturity Scale (EMS) by Dr. Singh and Bhargava (1993). Subsequently the data were subjected to statistical analysis. Results clearly indicated that a positive and non significant relation was found between coping styles and emotional maturity.
among teacher trainees. No significant difference was found between coping styles and emotional maturity of boys and girls teacher trainees.

Malik and Shwet, (2014) conducted a study on ‘Teaching effectiveness of school teachers in relation to emotional maturity’ The present study has tried to explore the teaching effectiveness of school teachers with different levels of emotional maturity. A representative sample of 300 (150 male and 150 female) teachers from urban and rural secondary schools of two districts in Haryana was randomly selected. Teaching effectiveness Scale by Kumar & Mutha (1974) and Emotional Maturity Scale by Singh and Bhargava (2012) was used to access teaching effectiveness and emotional maturity of secondary school teachers. The study revealed that significant difference found in teaching effectiveness of secondary school male teachers with extreme emotional maturity and extreme emotional immaturity. Similar results were found out for female teachers, urban teachers and rural teachers. Significant difference was found in teaching effectiveness of secondary school female teachers with extreme emotional maturity and moderate emotional maturity. However results were reversed for male teachers, urban teachers and rural teachers with same levels of maturity. Significant difference was found in teaching effectiveness of secondary school male teachers with moderate emotional maturity and emotional immaturity. Results were reversed for female teachers, urban teachers and rural teachers with same levels of maturity.

Saner and Baviskar, (2014) conducted a study on ‘Emotional Maturity of Primary School Teachers: A Comparative Study’ present study the main objective of To compare the Emotional Maturity of rural and urban Primary school teachers. To compare the Emotional Maturity of aided and un-aided Primary school teachers and To compare the Emotional Maturity of male and female Primary school teachers. For this study a sample of 100 Primary school teachers from different Primary schools of Jargon Tahesil were selected. For this study a sample of 100 Primary school teachers from different Primary schools of Jargon Tahesil were selected. The result of the study there is significant difference in the Emotional Maturity of rural and urban Primary school teachers. There is no significant difference in the Emotional Maturity of aided and un-aided Primary school teachers. There is significant difference in the Emotional Maturity of male and female Primary school teachers.
Mathews, (2014) conducted a study on ‘Emotional maturity among School teachers.’ The sample will be of 100 different schools from v.v.nagar, Anand. Emotional maturity questionnaire by Singh and Bhargava. The result will be no significant difference between emotional maturity among school teachers.

Shaheen, (2015) conducted a study on ‘Emotional Maturity as a Predictor of job satisfaction among school teachers’ An attempt was made to study the impact of emotional maturity on job satisfaction among school teachers. Sample of the study consisted of 100 school teachers. Job Satisfaction Questionnaire developed by Kumar and Mutha (1985) and Emotional Maturity Scale constructed by Singh and Bhargava (2005) were used for the data collection. The data were analyzed, and Pearson’s correlation was applied to study the relationship between mentioned variables and simple linear regressions were used to determine the impact of emotional maturity on job satisfaction. Further t-test was administered to examine the difference between emotional maturity as well as job satisfaction among school teachers. The findings were showed that emotional maturity and job satisfaction were positively and significantly correlated to each other and emotional maturity had its significant contribution on job satisfaction among both genders. It was also found that there was significant difference between emotional maturity as well as job satisfaction of male and female school teachers.

2.4 Past Study of Life Style

Ali and Asadi, (2009) conducted a study on ‘Prevalence and Lifestyle determinants of hypertension among secondary school female teachers in Basrah’ This study was conducted with the aim of determining the prevalence of hypertension among secondary school female teachers and identifying lifestyle related risk factors. A sample of 16 schools (25%) of female secondary schools in Basrah city was chosen randomly. All the female teachers present in the schools at the time of the visits were interviewed according to a special questionnaire. Height, weight and blood pressure were measured. The whole sample size was 403 participants; the only excluded criterion was pregnancy. The number of those who were excluded was five teachers. Results: The prevalence of hypertension among the study population was 21.3%, and about one fifth of them (20.3%) were pre hypertensive. The prevalence of lifestyle
risk factors among the study population was as follows; physical inactivity (67%), overweight (40.9%), obesity (37.7%), contraceptive pills use (18.6%), salty diet (18.1%), fatty diet (15.4%), drugs intake (mostly non-steroidal anti-inflammatory drugs) (12.4%), coffee intake (6.5%), and smoking (0.5%). A significant association was found between some lifestyle risk factors and hypertension, those were: drug intake, and body mass index, while no significant association was found between other risk factors and hypertension which were: fatty diet, physical activity, coffee intake and, contraceptive pills intake. Conclusions: The prevalence of hypertension was within the range of that reported for women in Iraq. There was a significant proportion of participants with unidentified hypertension, and a significant association was found between certain lifestyle risk factors and hypertension. Early detection of hypertension and educational health programs regarding lifestyle behaviour were highly recommended.

Nalgundwar, Velankar, Joshi, Mankar and Pinto, (2014) A study of awareness and lifestyle related practices regarding global warming among the teaching staff of a medical college in Navi Mumbai. The current study was carried out to determine the level of awareness regarding global warming and to study the lifestyle related daily practices among the teaching staff of a medical college. Materials and Methods: This study included 105 teaching staff members. Each participant was given a self-administered, pretested, predesigned questionnaire. Statistical Analysis Used: Epi Info version 7 using proportions and percentages. Results and Conclusion: All the participants were aware of global warming and almost all of them (96%) opined that global warming was a man-made phenomenon rather than a natural one. Two-third (66%) perceived the threat of global warming as severe. Majority (82%) could correctly name at least two activities responsible for global warming. Half (56%) could correctly name any two greenhouse gases. Majority showed awareness about various daily lifestyle related practices, which if practiced by everyone, will help in reduction of global warming. These responsible choices at individual level can contribute to a significant change globally.

Salmabadi, Javan, Rajabi and Ebrahimi, (2015) conducted a study on ‘The Comparison of Islamic Lifestyle Factors and Perfectionism in Secondary School Teachers in Birjand’ Islamic lifestyle and perfectionism are of the important concepts
in the marital life of couples in the contemporary age. This study tries to examine and compare Islamic lifestyle and perfectionism in high school teachers in Birjand. Method: The sample size was selected through cluster random sampling among high school teachers in Birjand (N=300, 150 males and 150 females). Data were collected by Kaviani Islamic Lifestyle Survey Test- short form (ILST) and Tehran Multidimensional Perfectionism Survey (TMPS). Then, descriptive statistic methods such as mean and standard deviation, and also inferential statistic indices such as multivariate variance analysis were used. Findings: The results showed that there is a significant difference between men and women in Islamic lifestyle and this significant difference is confirmed between men and women in aspects of timing and ethics. Also, there is no significant difference between perfectionism in men and women. Conclusion: The results of this study emphasize on the necessity of recognition of gender differences in examining Islamic lifestyle.

Salmabadi, Seyed and Abdollah,(2015) conducted a study on ‘Moderating Gender in the Association of Islamic Lifestyle and Marital Adjustment among Secondary School Teachers’ The aim of the present study is to investigate the moderating role of gender in relationship of Islamic lifestyle and marital adjustment among secondary school teachers in city of Birjand, Iran. Method: The present research is a correlative study and the sample size was determined through stratified random sampling in which 300 teachers in Birjand (150 males and 150 females) were selected. Locke-Wallace marital adjustment test and Kaviani lifestyle questionnaire short form are used in the present study. Then descriptive statistics such as mean, standard deviation and inferential statistics, Pearson’s correlation coefficient test, Fisher’s z-test and ANOVA were used. Results: The mean of Islamic lifestyle is different in men and women, but there is no significant difference in marital adjustment in two groups. The coefficient of correlation between lifestyle and marital adjustment is significant in men but is not significant in women. Conclusion: The results of the present research indicate that lifestyle and marital adjustment is higher in men than women. In addition, gender does not play a significant role in this regard.

Cheng and Wong, (2015) conducted a study on ‘Knowledge and Attitude of School Teachers towards Promoting Healthy Lifestyle to Students’ Teachers play an important role in delivering health education to empower students with skills for
healthy living to prevent non-communicable diseases. One of the common non-communicable diseases is hypertension that its development is highly associated with unhealthy lifestyle. A survey was administered to assess 130 pre-service teachers and 54 in-service teachers who were taking the health education course to prepare them for teaching the content of healthy living in Hong Kong. The assessment included their knowledge level of hypertension, attitudes towards lifestyle modification education to students, perception of knowledgeable to give health education. It was found that the knowledge level related to hypertension was generally below average among the teachers. Although they considered that lifestyle modification was an effective way to enhance students’ well-being, both pre-service and in-service teachers were reluctant to take responsibility for lifestyle modification education to their students. Lack of skill training was perceived as a problem. Teachers’ perception on health education should not be limited to the provision of simple information and advice. There is a need to improve teachers’ health literacy on some common non-communicable diseases.

2.5 Past Study of Insecurity

Akpan, (2013) conducted a study on ‘Job security and job satisfaction as determinants of organizational commitment among university teachers in cross river state, Nigeria’ The purpose of this study was to find out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River State, Nigeria. The relative contribution of each of the two independent variables to the prediction was also investigated. A survey design was adopted and the study sample consisted of 290 lecturers selected from 2 universities using purposive sampling technique. Two hypotheses guided the study. Instrument for data collection was a structured questionnaire. Data were analyzed using multiple regression and t-test. The result of the study revealed that both job security and job satisfaction jointly had a significant effect (F = 9.87; P< .05) on organizational commitment of university teachers. There was also a significant correlation between the joint predictor variables and organizational commitment (R = 0.593; P<.05). Job satisfaction was a more potent predictor of organizational commitment (t = 3.38; P < .05) than job security ( t = 2.75; P < .05). The two independent variables made
significant relative contributions to the determinacy of organizational commitment of university teachers. Premised on these findings it was recommended that the government and university management should improve upon existing motivational strategies to ensure job satisfaction of academic staff in order to enhance their commitment. Actions of government and university authority that would lead to threats of job security among academic staff should be avoided as this could jeopardize their sense of commitment.

Triantoro, (2013) conducted a study on ‘Mediation effect of job insecurity on the relation between leadership practices and job stress in Malay academic staffs’. Job stress is a universal problem for many academic staff, but there is still few study considers the existence of mediating factor of job insecurity on job stress, especially in Malay academic staff. This study aims are to examines the effect of leadership practices, the mediating effects of job insecurity on job stress among Malay academic staff. Survey design with quantitative approach was used. 124 questionnaires were completed. First step, data is analyzed to examine the reliability and validity of measurement. Second, the structural model is tested to examine relationship between job insecurity practices as mediator variable to job stress. All data was processed using SPSS 15 and Amos 18. The result of path analysis using structural equation modelling showed that job insecurity significantly mediated leadership practices to job stress (r = 0.199, \( p = .017 < .05 \)). Leadership practice has a direct effect to job stress, and has indirect effect but mediated by job insecurity.

Cohen, (2013) conducted a study on 'The 'other' professors: job insecurity, health and coping strategies among contractual university teachers'. Highly educated "adjunct", "seasonal", or "contractual" teachers are temporarily employed throughout Canadian universities to rationalize faculty hiring for cost effectiveness. They are job insecure. This research centres on the job insecurity of a convenience sample of 32 contractual teachers at a Canadian university during 2008. A combination of qualitative and quantitative research instruments was used in this mixed methods study to explore how, and to what extent, contractual university teaching was job insecure; whether or not this job insecurity was a social determinant of participants' health; and how participants coped with any negative effects of job insecurity on their health. Participants expressed varying levels of job insecurity in their interview
narratives of work history and experience. They identified three main sources of job insecurity: administrative hiring practices, the terms of their financial compensation, and their status and marginalization in the academic hierarchy. These sources of job insecurity challenged their emotional and to a lesser extent physical health in various ways. Most participants drew on individual strategies to cope with these challenges. They concluded their semi-structured interviews with evaluations of the university's health-related programs. The interview data were triangulated with participants' demographic information, task diary entries, and results on one or two SF-12v. 2® Health Surveys. In addition to showing how job insecurity was a social determinant of participants' health, the findings address the issues of job insecurity among professional workers, the individualization of health risks and coping strategies, and the adequacy of employer-sponsored "wellness" programs for contractual employees. Overall, this mixed methods study provides a nuanced and valid understanding of the realities of contractual work for this highly educated sample of university teachers. It adds a unique case to our broader knowledge of job insecurity and health.

Wasim and Abdul, (2014) conducted a study on ‘Identifying the relationship between job insecurity and employee performance – An evidence from private colleges in Larkana, Pakistan’ This quantitative study determines the impact of job insecurity on employee job performance. Furthermore, the research includes the detailed study of the factors that impact on job insecurity which make employees insecure and uncertain towards their job particularly in higher secondary education, private colleges in Larkana, Pakistan. Moreover, research was conducted through responses collected by teachers in private colleges of Larkana with the help of close-ended questionnaire developed on dichotomous and 5-point Likert scale. Lastly, recommendations were made to increase employee performance for better organizational health.

Mathews, (2014) conducted a study on ‘Insecurity among School teachers.’ The sample will be of 100 different schools from v.v.nagar, Anand. Insecurity questionnaire by Dr. G. C Pati, The result will be no significant difference between insecurity among school teachers.

Richter, Näswall, Lindfors and Sverke, (2015) conducted a study on conduct ‘Job insecurity and work-family conflict in teachers in Sweden: Examining
their relations with longitudinal cross-lagged modeling’ Job insecurity and work-family conflict are increasingly prevalent in contemporary working life and numerous studies have documented their antecedents and negative consequences. The present study used longitudinal questionnaire data collected among teachers in Sweden to test the direction of the relation between job insecurity and work-family conflict using cross-lagged modelling. Multiple-group comparisons were conducted to account for the skewed gender composition in the teachers’ group. After controlling for baseline levels of job insecurity, work-family conflict, and four potential confounders (age, children under 12 living at home, university education, and relationship status), we found that the reciprocal relationship between job insecurity and work-family conflict over a 1-year time period fitted the data best for the men. For women, however, only the auto regression coefficients were significant. The results provide some empirical support for gender differences in the relation between job insecurity and work-family conflict. Moreover, this study partially supports theoretical assumptions suggesting that job insecurity and work-family conflict influence each other.

2.6 Past study of Psychological Well-being

Malik, Mansoor, Robert, Bart, Kitty, Glynnis, and Reddy, (2011) conducted a study on ‘Indicators of subjective and psychological wellbeing as correlates of teacher burnout in the Eastern Cape public schools, South Africa’ This study aims to assess subjective and psychological wellbeing correlates of teacher burnout. To achieve this, a cross-sectional randomised survey that targeted teachers in public schools in the Eastern Cape, South Africa was used. The main outcome variable was teacher burnout as indexed in measures of depersonalisation and emotional exhaustion. Correlation and hierarchical regression analyses were conducted to identify significant predictors of teacher depersonalisation and emotional exhaustion. Results reveal measures of subjective and psychological wellbeing added significantly to the explained variance in teachers’ feelings of depersonalisation and emotional exhaustion. The current study suggests that indicators of subjective and psychological wellbeing can be evaluated for inclusion in burnout prevention interventions in teachers.

Nasit, (2012) conducted a study on ‘A Study of moderating effect of sex on the relationship between stress and psychological wellbeing’ The purpose of the
The present research was to study the moderating effect of sex in the relationship between stress and psychological well-being of teachers. For this study, 120 female teachers and 120 male teachers from various secondary schools of Rajkot city were randomly selected. All these teachers were administrated Bhatt’s (1992) Teachers Stress Index and Bhogle and Prakash’s (1995) Psychological Wellbeing Questionnaire to test the hypotheses. Karl Pearson correlation and sub group analysis procedures were utilized. Result revealed significant negative correlation between stress and psychological well-being of teachers. Further sub group analysis revealed that sex of the teacher has significant moderating impact on the relationship between stress and psychological well-being of the teachers.

Majied, and Khan, (2012) conducted a study on ‘Psychological well-being of native and migrant (repatriated) teachers of Kashmir valley’. Prevalence of armed insurgency in the valley in early 90's led to large scale forced migration of the families of Pandit community from the valley. Over the year's variety of measures, in terms of financial assistance, relief and other initiatives have been taken by the government to provide succour and support to the affected families. Moreover, recently Government announced inter-alia, a package for return and rehabilitation of Kashmiri Migrants who wish to return valley. According to the package, jobs in the State Government services are being provided to the educated migrant youth who are willing to come back to their home land. Taking in to consideration all important aspects of hardships faced by the Kashmiri migrants, the present studies was an attempt to asses and compare the psychological wellbeing of Native and Migrant (repatriated) teachers of the valley. The sample consists 60 teachers (30 native, 30 migrant). General Health Questionnaire -28 (Goldberg & Hillier 1979) was used to measure the psychological wellbeing of both the groups. This scale had five dimensions that is, somatic symptoms, anxiety/insomnia, social dysfunction and severe depression. Students t- test was used to compare the two groups in terms of their mean score for psychological wellbeing as a whole and dimension wise. Result showed that the Native and Migrant (Repatriated) groups of teachers did not differ significantly in terms of psychological wellbeing as a whole and also on its dimensions. But the trend shows that Migrant (Repatriated) teachers have better psychological wellbeing as compared to the Native teachers.
Ali, (2012) conducted a study on ‘Psychological well-being among supervisory staff of private and public undertakings’ Since psychological well-being leads to certain desirable outcomes including economic gain and work performance of various work forces in different organizations. Further Deiner is also of opinion that employees who score high on psychological well-being later earn high income and show better performance at work. Therefore, keeping in view the relevance of psychological well-being at work place, the present research investigation is planned on priority basis to study the effect of psychological well-being among supervisory staff of private and public undertakings. The sample of present research investigation is comprised of (N=100) respondents, 50 supervisory staff from each private and public undertakings from different parts of Aligarh, U.P. A highly standardized psychological well-being scale developed by Nishizwa (1996), comprised of 40 items was administered individually to each respondents. The reliability and validity of this scale was found to be 0.7-0.8 and 0.79 respectively. Finally t-test was employed to find out differences between two groups. The finding has far reaching implications in this regard.

Kaur, (2012) conducted a study on An attempt was made to study the well being of elementary school teachers in relation to emotional intelligence, stress and self-esteem. The sample of this study comprised 600 elementary school teachers of Punjab grouped into terms of experience less and more (361/178), location of school (rural/urban=387/213), gender (male/female (210/390)) and type of recruitment (government/panchayatiraj institution (383/217). Tools used for data collection were Well Being Scale by Singh and Gupta, Emotional Intelligence Scale by Hyde, Pethe and Dhar, Occupational Stress Scale by Kaur, Satvinderpal and Self-esteem Inventory by Cooper smith. Correlation analysis, Fisher's 'Z' Score, Regression analysis, ANOVA and t-ratio were applied. The results indicated that the well being, emotional intelligence and self-esteem of elementary school teachers are appreciably good though their stress level is high. There is a significant positive relationship of well being with emotional intelligence and self-esteem but significant negative relationship between well being and occupational stress. There is relationship of emotional intelligence with physical well being, social well being and total well being. There is also a negative relation between occupational stress with physical well being,
emotional well being. Similarly self-esteem relates significantly with physical well being is stronger is case of elementary school teachers working on regular basis as compared to teachers working on contract basis. Emotional intelligence, stress and self-esteem contributed significant variance in predicting the respondent variables of social well being, emotional well being, spiritual well being and total well being. The elementary school teachers working in rural and urban area and working on regular and contract basis differ significantly in their well being. Well being of elementary school teachers having high emotional intelligence is significantly higher as compared to their low emotional intelligence counterparts. Elementary school teachers with high stress have significantly lower well being as compared to their counterparts having low stress. Elementary school teachers with high self-esteem have significantly higher well being as compared to their low self-esteem counterparts. High self-esteem and high emotional intelligence act conjointly to enhance levels of well being among elementary school teacher irrespective of levels of stress, though the negative effect of stress is visible.

Patel, (2013) conducted a study on ‘A study of Occupational Stress, Adjustment and Psychological Well-being of Government and Non-Government School Teachers’. In the present research sample comprised of 120 teacher’s Total sample were equally categorized according to their type of school, experience and gender. Total sample were selected randomly from different schools of Bharuch and Anand District. Singh and Srevastav are made occupational stress index this index is useful for govt. and private teacher's stress measurement. Mangal Teacher Adjustment Inventory. Psychological Well Being Index formed by Bhogle and Prakash. The result will be Significant interaction effect is existed between type of school, experience and gender of teacher on Psychological Well-being. Government schools above 15 years of experience male teachers have better Psychological Well-being than remaining groups of teachers. Significant difference is existed between government school's teacher and private school's teacher on Psychological Well-being. Government school teachers have better Psychological Well-being than private school teachers. Significant difference is existed between male and female teachers on Psychological Well-being. Male teachers have better Psychological Wellbeing than Female teachers. Significant interaction effect is existed between types of school and gender of the
teacher on Psychological Well-being. Government school female teachers have better Psychological Well-being than remaining 3 groups of teacher.

Choudhary, (2014) conducted a study on ‘Psychological predictors of mental health and happiness of teachers in government and private schools’ The present study aspired to investigate whether Emotional Intelligence, Personality, Presumptive Life Stress and Coping Skills are significant predictors of Mental Health and Happiness in Government and Private School Teachers. It was hypothesized that Emotional Intelligence, Personality, Presumptive Life Stress and Coping Skills will be significant predictors of Mental Health and Happiness in Government and Private School Teachers. A purposive sample of 400 3rd Grade School Teachers 200 from Government Schools and 200 from Private Schools from Rajasthan State was selected. The Predictor Variables were measured by Emotional Intelligence Scale (EIS) (Hyde, Pethe, & Dhar, 2001), NEO-PI (R) (McCrae & Costa, 2003), Presumptive Stressful Life Events Scale (Singh et. al, 1981) and Ways of Coping Questionnaire (WCQ) (Folkman & Lazarus, 1986) whereas the Criterion/Outcome Variables were measured by Mental Health Inventory (MHI) (Singh, and Srivastava, 1983) and Happiness Scale (Argyle and Hills, 2002). The Correlational Research Design along with Regression Model was employed. The Multiple Regression Analysis was computed to investigate whether Emotional Intelligence, Personality, Presumptive Life Stress and Coping Skills are significant predictors of Mental Health and Happiness in Government and Private School Teachers. It was empirically provide that Emotional Intelligence was a significant positive predictor whereas Presumptive Life Stress was a significant negative predictor of Mental Health and Happiness in Government and Private School Teachers. The results are interpreted in the light of existing researches.

Srivastava and Mishra, (2014) An attempt has been made to find out the relationship between social support and psychological well-being of male teachers of higher educational institution. The study was conducted on a sample of 200 male teachers of Lucknow University, Lucknow (U.P.) The social support has been measured in three areas appraisal support, belonging support and tangible support. The result suggests that social support (overall and area-wise) has positive relationship with psychological well-being.
Abdurrahman, Öykü, Atakan and Muhammad, (2015) conducted a study on ‘The relationship between teachers’ psychological well-being and their quality of school work life’ The purpose of this study was to investigate the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers. Cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six providences in Turkey. Data were primarily collected with two validated scales: Psychological Well-being, and the Quality of School Work Life. The study revealed that teachers rated their level of Quality of School Work Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables. Further, stepwise linear regression revealed that their Quality of School Work Life rating described teachers’ Psychological Well-being. The findings are compared with previous research, and finally, the limitations of the study are discussed with recommendations for future research.

2.7 Review of The Study

These are so many institutions, banks, hospitals, schools, colleges, factories and mills in India. So many employees are working in them. Many studies are concerning institute and employee problems. Review of studies is done on teachers here. So many studies are done on teachers in which studies on teachers in which studies on subjects like mental health, job satisfaction, work involvement, effects of education, self esteem of teachers, workload, life satisfaction, tension, stress and adjustment etc. of teachers are undertaken but comparative study of government and nongovernment school teachers is done here in which study is done reference to emotion maturity, lifestyle, insecurity and psychological well-being of school teacher.

It is seen on the basis of research study reference to emotional maturity that, very rare studies are done considering emotional maturity. So many studies are done reference to emotional maturity in which studies are done mostly with references gender, age, experience, status of marriage, occupational stress, culture, area, socio-economic condition level etc. but very rare studies are done on emotional maturity of
teachers of government and non-government school teachers whether any prediction can be made reference to psychological well-being by emotional maturity.

So many studies are seen reference to life style but very rare studies are seen on lifestyle of teachers. Studies seen on life style are mostly on harassment in work, tension, gender, age, marital adjustment, attitudes, healthy life style but very rare studies are done on whether any prediction can be done reference to psychological wellbeing by lifestyle.

So many studies are seen reference to insecurity but very rare studies are seen on school teacher’s reference to insecurity. Studies seen on insecurity are mostly with reference to stress, tension, general health, job satisfaction, etc.. But very rare studies are seen on whether any prediction can be done reference to psychological well-being by insecurity.

It is seen on the basis of psychological well-being that, very few studies are done considering psychological wellbeing. Whatever studies have been done, they are mostly done on gender, age, experience, adjustment, mental health etc..of person. But very few studies are explored on, whether any prediction can be done with reference to the psychological well-being by certain factors.

2.8 Need of The Study

Psychological studies explored on teachers are seen very less in Gujarat. Studies explored are mostly on job satisfaction, work involvement, mental health, adjustment, life satisfaction of teachers. The present time is one of scarcity, responsibilities and competition, so a person passes his life among so many tensions and friction. The status as a teacher plays an important role in a teacher’s life. Change occurs in his/her life according to his/her status, and so many problems arise in his/her life. These problems negatively affect his/her life. Is there is any difference in government and non-government school teachers due to this negative effect? Hence the need to know whether to study regarding emotional maturity, lifestyle, insecurity and psychological well-being of government and non-government school teachers happens to be important.

Thoughts, values, standards, customs etc, are different for every person living in society and this effect seems different according to gender (i.e male and female).
So also the difference can be seen in emotional maturity, lifestyle, insecurity and psychological well-being among man and women.

Difference can be seen in emotional maturity, lifestyle, insecurity and psychological well-being of teachers with reference to rural and urban area, and lifestyles, standards and values of persons change with different area. Many studies are explore on teachers, but studies reference to emotional maturity, lifestyle, insecurity and psychological well being of government and non government school teachers are seen very less.

The present study is planned to explore to know whether there is any difference among government and nongovernment school teacher’s with reference to emotional maturity, lifestyle, insecurity and psychological well being. Positive or negative effect happens on teacher’s life due to their monthly income, marital status, types of family, family members, medium of school and level of school so all these matter would be explore in this study.

No study is seen in correlation between emotional maturity, lifestyle, insecurity, and psychological wellbeing, so a try has been done here in the present study to know relation among emotional maturity, lifestyle, insecurity and psychological well being.

A try would be made to predict which factor will help increases their psychological well-being to improve standard of living of the teachers.