**ABSTRACT**

Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming her or himself into a powerful person. The present study is related to adjustment of secondary school teachers of Rohtak District in relation to their job stress, job involvement and job satisfaction.

Relationship between adjustment & job stress, adjustment & job involvement and adjustment & job satisfaction with respect to demographic and socio-psychological variables was explored. Further, it intended to find out the comparison between adjustment in relation with job stress, job involvement and job satisfaction of teachers with respect to demographic and socio-psychological variables. In the present investigation, secondary and senior secondary schools were the field of study. As per sample for this work, 500 teachers of secondary and senior secondary schools from Rohtak and Kalanaur blocks of Rohtak district were taken up on the basis of stratified random sampling techniques. To see the relationship, Karl Pearson’s Product Moment Correlation and to see the difference in different variables, ‘t’ test was used.

From the results, it may be concluded that adjustment and job stress of secondary school teachers have negative correlation. Also, in case of male and female secondary school teachers’ adjustment and job stress have negative correlation. It was also found that adjustment and job involvement of secondary school teachers have positive correlation. Further it was found that adjustment and job satisfaction of secondary school teachers have positive correlation. It was found that there exists significant difference in adjustment of secondary school teachers with high and low level of job stress. It was also concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job involvement. It means that high job involvement group of secondary school teachers have significantly better adjustment with their job in comparison to low job involvement group. However, it was found that there exists significant difference in adjustment of secondary school teachers with high and low level of job satisfaction. It was found that secondary school teachers teaching in government/government-aided secondary school teachers were found to possess significantly better adjustment than private secondary school teachers. It was found that secondary school teachers having PG/B.Ed. qualifications were found to possess higher or better adjustment than secondary school teachers having qualifications of graduation/B.Ed.. It was found that above 40 years secondary school
teachers were found to have significant better adjustment than below 40 years of age secondary school teachers. It was found that adjustment of secondary school teachers having six years and above six years experience were to have almost same. Adjustment of arts and science subject-teachers was found to be almost same. It was found that Government/ Government-aided secondary school teachers were found to have less job stress than private school teachers. It was found that no significant effect of higher qualification on job-stress was found. It was found that above 40 years secondary school teachers were found to have less job stress in comparison to below 40 years secondary school teachers. It was found that upto six years experienced secondary school teachers were found to have higher job stress than above 6 years experienced secondary school teachers. It was found that no significant difference in job stress of science and arts subjects. It was found that secondary school teachers of Government / Government-Aided schools were found to have less job involvement than private secondary school teachers. It was found that P.G./B.Ed. educated teachers have more job-involvement in comparison to Graduate/B.Ed. educated secondary school teachers. It was found that secondary school teachers who were below 40 years of age were found to have more job-involvement than secondary school teachers who were above 40 years of age. It was found that six years’ experienced secondary school teachers were found to get more job involvement than above 6 years experienced secondary school teachers. It was found that science teachers were found to have more job-involvement at secondary school level in comparison to arts subject teachers. It was found that Government / Government-aided secondary school teachers were found to have better job satisfaction than private secondary school teachers. It was found that P.G./B.Ed. secondary school teachers were found to have better job satisfaction than Graduate/B.Ed. secondary school teachers. Above 40 years secondary school teachers were found to have better satisfaction with their job than secondary school teachers belonged to below 40 years of age. It was found that above six years experienced secondary school teachers were found to have significantly better satisfaction with their job than only 6 years experienced secondary school students. It was also found that no significant difference was found in job satisfaction between Arts and Science subjects secondary school teachers.