Chapter-II

Review of related Literature

Reference related to Job Stress

An attempt has been made to research the literature pertaining to the problem. "Comparative study of job-stress, job-satisfaction and adjustment of college Physical Education Teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh."

All the sources i.e., Journals, Periodicals, Dissertation Abstracts International, Thesis, Newspapers. Research Quarterlies were thoroughly gone through and relevant material was collected. Special visits were made to Gwalior to collect literature from Laxmibai National Institute of Physical Education. Material gathered from libraries is given in this Chapter:

Simpson (1980) developed a measure of teacher stress for the purpose of studying teacher stress in seventh day adventist schools. The following research questions were to be answered:

(a) To what extent do teachers perceive the teaching profession to be stressful;
(b) To what extent do teachers feel that they are personally experiencing occupational stress ;
(c) Which teaching events and general factors derived from them, teachers perceive to be most stressful ;
What relationships exist between teacher perceptions of stress and characteristics of teacher age, sex, marital status, teaching grade level, years of experience and position within the school? 96% of sample completed and returned the teaching stress Questionnaire. More than half i.e., 57.4% of the respondents rated the profession as very stressful or extremely stressful. 38% reported experiencing personal stress at these levels.

Fielding (1982) conducted a study with the primary objective to determine whether personality characteristics of teachers affect their perceived level of stress and burnout. Another objective was to determine whether school climate interacts with personality factors to influence stress and burnouts. A random sample of 162 teachers in a Junior high/Middle schools completed 6 stress and burnout measures, and a measure of school climate. Teachers reported a moderate to substantial amount of stress and burnout on the six scales measuring these variables. The highest level of stress was generally reported in inter-personal situations and second highest level was reported in new situations. As predicted, teacher having (a) negative attitude and beliefs about students, (b) an external locus of control and (c) intolerance of ambiguity reported more stress and burnout than other teachers. Also the relationship between personality factors and interpersonal stress was stronger in schools with a negative work climate than in schools with a positive work climate. These results have implications for stress theory, initial teacher preparation and staff development.

Schucker's (1984) study of job stress of hospital Psychiatric nursing
staff revealed that lack of rewards, poor nursing leadership and lack of opportunity to make decisions, and to learn and use new skills were the most frequently reported job stressors.

Horowitz's (1985) results of an instrument validation study and 3 research studies relating to job stress, life style, attitude and health in University faculty and administrations are reported. The first research study reported the relationship between a large number of stress and strain measures for faculty and administrators. The principal strains were in the domain of job and life satisfaction and health. Stress moderators were less effective for reducing stress strains relationship for faculty than they were for administrators. Administrators had stronger stress and job dissatisfaction relationships than did professors.

Oritt, Eric (1986) in his study of stress and coping attempted to develop and test components of a model of stress and coping, using a college population, focusing on the stress and coping process activated by the experience of a stressful event. Intra-personal prestressful event variables were theorized to influence occurrence of stressful events, as well as two part congnitive appraisal process, in which a stressful event is evaluated for its threatening quality (Primary appraisal), after which personal and environmental resources available to accommodate the event are cognitively reviewed (Secondary appraisal). Based on the secondary appraisal process, specific types of coping responses are initiated.

Measures of past stressful events, cognitive appraisal perceived social support, perceived social competence, locus of control, Physical health
and psychological adjustment were collected from 122 Universities of Utah undergraduate and graduate students at the beginning of summer 85, followed by measures of current stressful events, cognitive appraisal and coping responses. At the end of the Quarter, levels of past stress, physical health and adjustment were significantly correlated with current stressful events. Levels of past stress and adjustment were significantly correlated with the cognitive appraisal of current stressful events. Levels of perceived social support were significantly different for two types of coping responses. Gender differences were found for cognitive appraisal, perceived social support and locus of control measures. There were no significant relationships between Age and any of the tested variables.

*Fordhan (1986)* investigated the effects of perceived teacher stress and work environment complexity, on job satisfaction of Physical Education faculty who perceived high or low occupational stress and employed in a simple or complex environment were studied. Multiple regression analysis revealed a moderate effect between work environment complexity and work satisfaction. A moderate negative effect was exerted on work satisfaction by the stress variable. The data were presented in a 2 x 2 cross tabulation which showed Physical Educator with higher job satisfaction. The data indicated that the perception of low occupational stress produces greater work satisfaction.

*Jeffrey (1986)* determined the relationship between the effects of school classification, level of responsibility (head coach, assistant coach) and coaches of different sports on the perceived stress of male coaches within the public secondary schools of Alabana. The following conclusions were made:
(a) Level of responsibility of coaches had significant effect on perceived stress; (b) the size of organization in which a coach worked did not effect level of perceived stress and (c) the sport in which one worked had no effect on perceived stress.

Reese (1986) investigated the relationship between urban secondary school Physical Education Teachers' job satisfaction and job stress. In addition, differences in the level of teacher job satisfaction and teacher job stress according to sex, age, years teaching and school size were studied. The following conclusion were made; (a) There is negative relationship between urban secondary school Physical Education Teachers' job satisfaction and stress. (b) Secondary school size above 1500 has an adverse effect on job satisfaction and job stress of secondary school Physical Education Teachers. (c) Male secondary Physical Education teachers tend to have a higher level of job stress than do female secondary school Physical Education Teachers.

Matone, Christopher (1986) studied analysis of job stress, manifestations and coping behaviours of Head High School Coaches and the purpose was to identify various job and non-job related situations which contributed significantly to the job stress experienced by Head High School Coaches. A secondary problem focussed on evaluating how job stress manifested itself in regards to health, burnout and behaviour of Head high school coaches. In addition, a third problem investigated how head high school coaches coped with their job stress. A total of 627 Head high school coaches from public high schools in the commonwealth of virginia participated in the project.
A majority of head high school coaches reported that eleven of the forty-four potential job or no-job related situations contributed significantly to the stress they felt from their coaching job. A principal components factor analysis of the 44 job situations revealed six interpretable factors: Role conflict, Role ambiguity; interpersonal relationships, working conditions; and Economics.

Pearson correlation coefficient were found to be statistically significant for those Head High School Coaches who perceived they felt a lot of job stress and the following variables: Age, under-graduate major; subject taught; Revenue producing sports; Perceptions of success as a coach; all 44 job or non-job related situations; health symptoms and health problems except heart attacks; total health rating and total health status; all burn out questions and total burnout status; behaviour normally used or not employed by coaches; perception of not managing job stress successfully; failure college to prepare Head High School Coaches manage their job stress and behaviours that decreased or increased when Head High School Coaches were feeling stress from their job.

A principal components factor analysis of the 27 behaviours used intentionally or unintentionally by Head High School Coaches to help them adjust, adapt and cope with their job stress revealed four interpretable factors: Inactive minimizers; Active Physical Reducers; Active Rational Reducers and outside help.

Hammond (1987) conducted his study to examine the role and life satisfaction and stress in men and women involved in multiple roles and to explore the mediating effects of coping strategies hardiness, social support
and gender on these levels of stress and satisfaction. The sample included 102 males and 111 females involved in multiple role life styles, randomly selected from lists of faculty, research scientists and administrators at large south-western University. Multiple role membership was defined on having a career being married and living with one's spouse and having at least one child living at home. The participants reported relatively low levels of stress, moderately high level of all forms of satisfaction, moderate hardiness, high perceived social support from their families and a tendency to use active cognitive and active behavioural coping strategies and not avoidance coping strategies. The man in the sample reported significantly lower levels of stress (P<.5) and higher levels of career satisfaction (P<.05) and leisure satisfaction (P<.05) than women. Women indicated significantly higher levels of perceived social support from their friends (P<.05) and used a higher percentage of avoidance coping strategies than men (P<.05). Regression analysis were conducted to examine the relationship between stress and satisfaction levels and hardiness social support and coping strategies. The various forms of satisfaction were significantly predicted by hardiness social support and coping strategies (P<.05). Significant predictors were different for males and females indicating gender is also an important variable. Stress was significantly related to hardiness and avoidance coping strategies for men (R=.25, P<.0001) and for women (R=.11, P<.001).

Smeltzer (1987) used the stress diagnostic survey to determine the work stress among government and private industry. Results indicated that variables associated with communication at the group and individual, not organization level had the greatest effect on work stress.
Mang (1988) conducted a research study on school teachers and administrators at Missouri and found that the three sources of stress consistently cited by teachers were rewards, quantitative overload, and time pressure.

Collier, Abigail Carol (1988) compared stress levels of college freshman athletes and non-athletes and the primary purpose of the study was to investigate differences in the perceived stress levels of University freshman athletes and non-athletes by sex, race, high school size, hometown size, and basic stress knowledge. Subject included Freshman students represented by athletes from the Florida State University (FSU-FA) (n=65) and Florida A&M University (n=78); Summer Enrichment Program (SEP) Freshman (n=52) from the Florida state University; and non-athletes from Florida A&M University (n=260) and Florida state University (n=375). Non-athlete served as the central group with whom athletes could be compared. This study included the use of two instruments; a biographical information sheet and the stress level inventory. The stress level inventory instrument contained five sections. The first four sections included assessment scales and were as follows:

a) Patterns of behaviour (b) Anxious-Reactive Personality (c) overload and (d) Self-perception. The complete stress levels inventory packets were administered to the three designated colleges of students. Participants were given a much time as they needed to complete the instrument.

The hypothesis were tested using two way analysis of variance (ANIVA). Data were analyzed by 5 independent variables (sex, race, high school size, hometown size and basic stress knowledge). The dependent variable
was the stress score. There were four different stress scores. The data were reported in three parts: (a) Demographical data (sex, race, high school size and hometown size) (b) basic stress knowledge and (c) levels of stress for each group. The results indicated that in area of patterns of behaviour, SEP and FAMU-FA females had a high type A like behaviour according to sex. All other areas for all groups were moderate. In the area of Anxious Reactive Personality SEP females had high stress according to sex. All other areas for all group were moderate or low. In the area of overload all the groups experienced moderate stress.

* Dean (1988) investigated the relationship between teacher burnout and specific stressors, stress themes and coping behaviour. Teacher (N-155) from 6 high schools in the north-western suburbs of Chicago completed a Teacher stress and coping scale and the Maslach Burnout inventory (MBI). Correlations were run between the scores on the three sub-scales of the MBI and stressors, stress themes, frequency of uses of coping behaviours and perceived effectiveness of coping behaviours. A large number of stressors and stress themes across the entire school environment were significantly related to burnout (P<.05). Low burnout teachers judged direct confrontation, social support, rationalization repression and intellectualization as effective means of dealing with stress.

* Langford, Dee Moise (1988) studied the relationship between job stress and job satisfaction and the purpose of this study was to determine the relationship between stress and job-satisfaction for seventh-day Adventist boarding academy teachers in southern and south-west unions. Principal's
length of service, school disciplinary problems, teachers ratings of various groups, teacher salary, problems facing boarding academic and the goals of education are also studied.

A three-part Questionnaire was prepared which included the occupational Needs Questionnaire, a stress test from the National Educational Association and Miscellaneous Questions of interest to the researcher. The average teacher reported satisfaction in the mildly dissatisfied range. 50% of the sample fell within the satisfied range. The area of most satisfaction was freedom in the job. Significant relationship was noted between stress and job satisfaction. However, no significance was found between genders concerning job-satisfaction. No significant relationship was noted between either age or years of experience and job satisfaction. 40% of male and 43% of female teachers reported exceptional stress compared to the average teacher. Finances were reported to be the biggest problem facing boarding academics.

Major conclusions were the following:

1) Stress was a significant determiner of teacher job satisfaction.
2) Principals' length of service was correlated with teacher satisfaction.
3) Low teacher salaries was the major reason for teachers' leaving the profession.

Major recommendations of the study were following:

1) That local conferences and academy boards should study with a view to identifying and removing unnecessary stressors, to making
use of paraprofessionals to reduce teacher loads, to being more selective in the placement of Principals, thus Promoting administrative stability and to allocating sufficient funds for teachers salaries to retain Quality teachers.

2) That college and university should prepare teachers to meet the needs of changing populations

*Nelson et al (1989)* studied personnel professionals and found that females reported significantly more stress from politics and higher levels of psychological and physiological distress, when compared with males. However, the females did not report more stress than males on variables concerning work/home, home conflicts or career progress.

*Richardson (1989)* investigated the relationship of occupational stress and certain demographic variables to job satisfaction among licensed professionals counsellors in Virginia. Of the counsellors participating, 48.5% indicated that they experienced some job stress but 78.5% indicated that they were satisfied with their present job stress. Although a negative relationship was found between overall occupational stress and job satisfaction, stress resulting from work responsibility impacted positively with job satisfaction. As the score on the stress sub-scale increases, the score on general job satisfaction increases. Older, more experienced counsellors indicated higher levels of job satisfaction.

*Dorothy (1990)* determined relationships between selected teacher characteristics and job related stress factors as perceived by teacher in
independent schools. Teacher characteristics identified were: number of students taught, days missed, salary as source of income, sex of teacher, degrees held, age of teacher, years of teaching experience, career satisfaction, intention to teach in five years, willingness to teach in a public school and subject taught. Job related factors, the five stress factors identified and confirmed by factor analysis in this study, their relationship with teacher working with students, financial security, administrative support and task overload. Five null hypothesis were tested predicting that selected teacher characteristics would not be significant predictors of occupational stress as related to each of the five stress factors. After statistical analysis, four of the five hypothesis were rejected. Selected teacher characteristics were significant predictors of stress related to relationship with teachers, financial security, Administrative support and task overload, but not related to working with students.

Neuman (1990) determined if reported sources of work related stress and degree of reported stress differ for school managers at the level of central office administrators, local school administrators and teachers. No significant differences were found among the central office administrators, local school administrators and teachers on the jobs and occupational characteristics Questionnaire (JOCQ). However two stress factors, "no authority" and "relationships" showed significant difference among the three groups. Further the occupations were broken down into sub dimensions and there was a statistically significant difference found between several occupational levels. On the stress performance index Questionnaire (SPI), statistically significant differences were found between Central office level administrators and local school administrators, and between central office administrators and teachers.
Further analysis also showed a significant difference for the factors of "over load" swamped in a large organization "Lack of autonomy" and under load among the groups. Break downs into occupational sub dimensions also yielded multiple statistically significant differences.

James O. Davis (1991) reported that psychological factors especially stress, are related to sports injuries and whole stress management techniques have often been found to facilitate sports performance.

For over 20 years a number of studies have suggested that stressful life events can increase the risk of disorders ranging from common health complaints to life threatening diseases such as cancer and heart disease (Cunningham 1985) Holmes & Holmes (1970). Stress has also been shown to increase the risk of dangerous behaviour or pernicious life styles that can lead to accidents or substance abuse. At the same time, Researchers have linked Psychological stressesors such as marital discord, financial distress and relationship crisis with increased incidence of injuries, illness, and poor performance in athletics. For example., May, Veach, Read and Griffey (1985) studied members of U.S. Alpine Ski team, and found numerous medical and performance problems among athletes who reported much turmoil in their personal lives, feelings of depression or life dissatisfaction. In the same vein six studies have reported that American F.B. Players are more likely to be injured when they experience more change and upheaval in their lives such as marriage, divorce, financial difficulties, changes in personal habits etc.

*Trendall, C. J.*, employed an interactive model of stress and its...
relation to teacher effectiveness. It was initially based on questionnaire data received from two hundred and thirty seven teachers across the primary, secondary and special schools in one local education authority.

Data were collected on age, sex, experience qualification, responsibility, life stress as measured by the Holmes and Rahe scale and school stress and stressors. Results indicated that primary male teachers and those in the 30-39 age groups were most at risk. Stressors in teaching centered around work load, lack of time, large classes, pupil misbehaviour, administrative hassles, ineffective leadership and staff relationship. No correlation was apparent between life and school stress.

Seventy teachers were interviewed in relation to personality types, health factors, using the GHQ and EPI coping strategies and appropriate forms of help for teachers. Many teachers showed physical and psychological signs of stress. Most felt they coped through rationalization of problems with young teachers experiencing the effects of being unable to forget problems at the end of the school day." No significant correlation emerged between personality factors and school stress rating.

Generally teachers required changes in school organization. Role overload was seen as a key stressor. Satisfaction was derived from relationship with pupils and colleagues and dissatisfaction from indiscipline, poor management and organization inadequacies.

The physical environment of same school was psychologically
damaging. Stress was most in evidence where there were poor staff relationship and limited involvement in decision making.

Diehring, Laura (1992) conducted a study the purpose of which was to compare job related stress among adapted Physical Educators, regular Physical Educators and teachers with a split assignment including both teaching areas.

A casual comparative study was conducted in which 53 Secondary Physical Education teachers were administered a job related stress survey. TSI (Teacher Stress Inventory) was used to assess job related stress. Demographic data were also collected.

Results

The first hypothesis which predicted a significant difference between levels of job related stress among adapted Physical Educators, regular Physical Educators and teachers with a split assignment including both teaching areas, was partially supported. A one way ANOVA comparison of TSI scores by type of teacher yielded a significant difference on the emotional manifestation scale at the .05 level. The Second and Third hypothesis which predicted a significant difference between job related stress linked to personal or environmental variables were not supported.

Results of the study indicated that Physical Educators reported lower levels of overall job related stress than do regular and special educators. Teachers with split assignment who taught adapted and regular Physical
Education classes reported significantly less emotional manifestation of job related stress than did regular and adapted Physical educators.

Vivian, Zaritsky Sockal, in their study of student athlete stress used the student Athlete stress survey (SASS) to assess sources and levels of stress in high school student Athletes in Massachusetts. The purpose was to determine different source and levels of stress: (1) between male and female High School student Athletes. (2) between High School level Student Athletes and collegiate level student Athletes (3) between relationships of demographic data collected and to refine the student Athlete stress survey (SASS).

Data were collected from random sample of 1607 high School Student Athletes, representing 24 different sports 25 Private and Public High Schools in the state of Massachusetts participated during the 91-92 academic year with an 89% return rate.

A significant difference was found between female student athletes and Male student Athletes on overall stress with female student Athletes showing higher levels of stress on 74 of the 81 items. There was no significant difference found on overall stress between high school student Athletes and collegiate student Athletes. Demographic data analysis showed a significant difference between starters and non starters with starters having higher mean scores on 71 out of 81 items. No significant differences in overall stress was found between private high school v/s public high school student Athletes. Simple regression analysis showed the variable of year in school (Fressman,
sophomore, Junior, Senior) was a statistically significant predictor of overall stress. Division (I-II-III) was found to be a significant predictor of overall stress with Division I having the highest overall stress on 75 out of 81 items.

**Danichuk (1992)** examined the prevalence of burnout in Physical Education faculty in Ontario University. He also examined the prevalence of job stressors (as measured by the stress diagnostic survey, Ivan cavig and Matteson, 1982) and nature of job attitudes (i.e., job performance, job satisfaction with pay). The relationship between the degree of stress (in terms of job stressors and job attitudes) and burnout was examined. Relative to normative samples Physical Education faculty experienced an average degree of burnout. Sex was significantly associated with the greater number of stressors—gender discrimination, quantitative overload and times pressure. Females perceived these stressors to be significantly greater sources of stress than did males. Satisfaction and performance during the previous five years contributed the most to the variance is personal accomplishment.

**Green (1992)** investigated with the purpose to determine the relationship between high school athletic administrators' job satisfaction and job related stress. In addition, differences in the level of administrators' job satisfaction and job related stress according to gender, years of experience and school size were determined. Data were obtained from 371 high school athletic administrators employed in public schools from North Florida and South Georgia. Specifically, the subjects were head coaches who coached sports such as Football, Basketball, Volleyball, Softball and baseball. Three instruments used the investigation included a personal data sheet, the job satisfaction
scale and the job related stress scale. The following conclusions were made: (a) There is a positive correlation between satisfaction and job related stress. (b) Gender appears to have an affect on job stress. (c) Gender does not appear to be a factor in the perception of job satisfaction. (d) Years of experience appears to have an effect on job satisfaction and job stress; and (e) School size appears to have an affect on job satisfaction and job stress.

Thakur Sudhira (1993) investigated the significance of difference between the means of job stress and job satisfaction and also to determine the relationship between the scores of job stress and job satisfaction of teachers of Physical Education working in different management schools of Madhya Pradesh. Job stress and job satisfaction scales were administered to all the schools of 20 randomly selected Districts out of 45 Districts of Madhya Pradesh. Scoring of the received responses was done on the basis of key provided by Paliwal and Muthayya in their manuals of Questionnaire. To compare the job stress and job satisfaction, Analysis of variance (F-ratio) was done. The following conclusions were made: (a) The job stress of teachers of Physical Education working in private schools was the maximum which was followed by semi-government schools and Government schools. (b) The teachers of Physical Education working in private schools had the least job satisfaction. The teachers of semi-government schools were more satisfied than the teachers of Physical Education working in private schools, and that the teachers of Government schools were the most satisfied. (c) There was a significant relationship between job stress and job satisfaction among teachers of Physical Education working in different management schools of Madhya Pradesh.
Richman, Joy Marlane (1993) investigated the hassles and uplifts (minor stressors and pleasures characterizing daily life) experienced by intercollegiate coaches in terms of frequency, impact and control and their relationship to well being. 216 coaches (Female 60; Male 156) in NCAA Division I, II, III in sports of Basketball, Track & Field and swimming participated in the study. The instrument consisted of (1) Background information; (2) The Athletic coaching Minor stress survey (ACMSS, a multidimensional self report inventory designed to measure coaches perception of stress) and (3) The general well being schedule (GWB, self report Questionnaire measuring subjective feelings of psychological well being and physical health.) The ACMSS measures the frequency, the impact, and subjects control over 5 dimensions of hassles (External demands, Administrative support, work overload, negative outcomes and interpersonal relations) and six dimensions of uplifts (Feeling competent positive outcomes, career conditions schedule flexibility, work group support, and interpersonal relations). The Power of hassle or uplift was computed by multiplying the frequency and impact scores. The GWB measures 6 dimensions of well being (Anxiety, Depression, Positive Well being, self control, utility and general health.)

Females differed from males only in expressing higher frequency and impact of hassles in inter-personal relations. Division I coaches expressed higher anxiety and lower level of vitality and general health than coaches in Division II and III. Additionally, Track and swimming coaches were found to have higher depression and anxiety and lower levels of self control than Basket Ball coaches.
In the total sample all 5 hassles sub-scales were strongly correlated with well being. Hassles power scores explained 3 to 36% of variance in the various dimensions of well being. Also frequency in uplifts explained 3 to 25% of the variance in various dimension of well being. Uplifts were found to be more influential than previous research has shown.

Sport type and divisional affliction, rather then gender were found to be the dominant discriminating factors in hassles and uplifts, affecting coaches. Thus, future stress interventions and strategies for coping with occupational stressors in coaching will not be gender specific but tailored to the differences between sport type and divisional affiliation.

Chuskey (1995) carried out a survey on the management accountants' stress, and job strains. He found the main causes of stress to be:

1) Reporting to more than one boss.
2) Heavy work load under time constraints.
3) Work relation in the organization
4) A perceived lack of career progress.

They were suffering with additional source of stress: a mismatch between their personality and the task demand of their job.

Alikah (1995) analyzed stress among the faculty at urban Universities in Texas by their salary level, sex, academic rank, University age group, marital status, tenure status, or the level of classes taught. With N-302, Faculty Stress Index (FSI) developed by Walter H. ameleh (1982) was used one way analysis.
of variance (ANOVA) was used to measure the dependent variables of (1) service (2) Research (3) teaching (4) reward and recognition (5) Time constraints (6) Departmental influence (7) professional identity (8) Student interaction and (9) total scale. Among the females, it was found that middle age groups and the assistant professor had higher level stress.

_Fritch mills (1995)_ in his study attempted to improve upon some of the weaknesses in previous research in the field of stress and coping, specifically furthering the study of individual and organizational variables that interact to influence the stress experienced by women managers. The purpose of study was to apply the method of structural equation modeling to test the adequacy of a model of occupational stress derived from the theoretical framework of Richar lazarus and his colleagues. Secondly a model also derived from the transactional theory of stress and previously tested with managerial women (long et-al 1992) was cross validated using the current sample. After minor modifications, the long et. al. (1992) model of transactional stress and coping was found to fit the current data. These results provide limited support for the transactional theory of stress and coping and reinforce the assertion that stress reduction strategies must focus on the work environment as well as individual. Most importantly, the results magnify the complexity and diversity of work stress experience and call for additional research which focuses specially on the issues relevant to managerial women.

_Cumming (1995)_ made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Maslach Burnout inventory, Minnesota job satisfaction Questionnaire and demographic profile...
were used to survey over 292 special need teachers. Results indicate that no significant differences were found among different classification of teachers. Depersonalization was found to be a significant factor in the extrinsic satisfaction, a teacher experienced in his or her job.

*Larchick (1996)* studied the effect of personal life stressors in teacher performance in Oklahoma middle school teachers. He designed the data to answer the following Questions:

1) What are the personal life stressors that have an impact on teachers' performance?
2) What is the level of stress caused by a teacher's personal life stressors?
3) What are the coping behaviours identified in the teachers as a direct result of personal life stressors?
4) What types of human relation skills do Principals utilize to respond to the effect of the personal life stressors on a teacher's job performance?
5) What are the components of an educational programme which respond effectively to the teacher's personal life stressors?

The stress coping behaviours identified by the teacher respondent reflected a trend to reduce the amount of time, teachers volunteered for committee or serve as the director and sponsors of extra-curricular activities. Principals scored the lowest in human relation skills when reacting to the personal needs of teachers. Further he found out the future of education may
get dramatically changed by the effects of personal life stressors on teacher performance. Teachers who do not have any sources of support available to them will either quit teaching or become less effective in their classroom instruction and in relationship with students and other teachers. Schools may loose valuable resources such as experience and training if teachers leave the Profession.

Verma, Rakesh. (1997) conducted a study of job stress and job satisfaction of Physical Education Teachers in U.T. Schools. The study is based on cross sectional sample of 90 teachers of Physical Education working in different schools of Chandigarh. The randomly selected subjects were divided into 3 groups according to the nature and management of schools. Out of 90 teachers 30 were derived from government schools, 30 were derived from public schools and 30 were drawn from private schools. A Questionnaire of Paliwal's job stress scale and Muthyja's job satisfaction scale was applied. In order to compose the scores of job stress and job satisfaction of Physical Education Teachers working in different management schools of Chandigarh, one way analysis of variance was done. F-Test was applied to test the hypothesis.

The Pearson's product Moment Correlation was also applied to find out relationship between the job stress and job satisfaction of Physical Education teachers working in different management schools of Chandigarh. Following conclusion were drawn:

1) A significant difference between Physical Education Teachers working
in Government and Public Schools had been observed in their job stress and job satisfaction.

2) A significant difference has been observed between Physical Education Teachers working in Government and private schools in their job stress and job satisfaction.

3) No significant difference has been found between teachers of Physical Education in Public and private schools in their job stress and job satisfaction.

4) A significant relationship has been observed between job stress and job satisfaction only for Physical Education Teachers working in public and private schools.
According to Sarla Jawa (July, 1971), anxiety indicates a threat to values which the individual holds vital to his existence as a personality. Job satisfaction is "...... any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say "I am satisfied with my job". (Happock, 1935). Job satisfaction, therefore, is a complex of employee attitudes (Blum, 1949).

Studies conducted by Hoppock (1935), Blum (1949), Smith (1954), Smith (1956), Gellman (1939), Kates (1950), Inlaw (1951) all indicate that there is a positive relation between personality factors and job satisfaction. The purpose of this paper is to examine the relation between anxiety and job satisfaction. It is hypothesized that high anxious individuals will have less job satisfaction as compared to low and average anxious individuals.

To semi skilled workers with mean age 22.8 and SD 2.0 randomly drawn from one of the factories of Delhi formed the basis of this study.

Tools used

In order to obtain scores on job satisfaction, the scale devised by Paliwal (1969) and to get scores on anxiety, the scale prepared by Cattell, and Scheies (1961) was used. Results indicated that there is an inverse relationship between anxiety and job satisfaction. High anxious group is less satisfied than the low and moderate anxious group; but the moderate anxious group is less satisfied than low anxiety group.
According to D. M. Pestonjee (1971) when workers are required to rate different aspects of their work, wages are rated on less important than security, opportunities for advancement, the company and the management but as more important than job content, supervision, the social aspects of the job, communication, working conditions and benefits. Correlation evidence is available to show that income level is positively associated with job satisfaction.

The study makes use of two groups of workers engaged in similar job duties, having same background, experience and technical skill but one working under financial incentive scheme and getting the monetary reward for it, the other working under the scheme but receiving no award. The first group may be termed 'actual' and the second as 'mock up'. The first group is experimental group where the financial incentive or the independent variable is present; the second is control group where the independent variable is absent. Job satisfaction is dependent variable.

The findings in general lend support to Ganguli's prediction that for the present and in foreseeable future money will remain an important incentive for Indian workers. Money can be deemed to be a symbol.

Gellerman suggests, "Money can symbolise almost every other value that people are motivated to pursue - achievement, prestige, power or security".

Probe (1971) studied 'relationship between job satisfaction and selected personal factors using chi-square analysis. He found significant relationship between job satisfaction and (i) sex, (ii) age, (iii) teaching level,
(iv) school size, (v) teachers experience, (vi) length of employment in present system and (vii) future plan.

Hafen (1971) studied job satisfaction among health educators. He found that the following variables were significantly related to job satisfaction (i) Salary, (ii) academic rank (iii) reason for entering in the field of health education, (iv) Professional designation, (v) length of time in present job, (vi) Sex, (vii) Geographic location (viii) membership of professional organisations, (ix) amount of time devoted to research, (x) population size of community, (xi) student body size, (xii) amount of time devoted to consultation, (xiii) Length of time in the field of education and (xiv) type of institution.

Anand (1972) conducted a study on job-satisfaction of school teachers. He observed that (1) women teachers were more satisfied than men teachers; (2) age was significantly and positively related to job satisfaction of school teachers; (3) academic career of teachers was not significantly related to their job satisfaction.

Benjamineiris and Gerald Bassetta (1972) in their study of job and life satisfaction and job importance illustrated the following results:

Kornhauser's large scale investigation of automobile workers illustrated the complexities of relating job attitudes and life satisfaction. He found that those workers who experienced dissatisfaction in their jobs were those who were also unhappy with their lives. They had not compensated for job satisfaction by finding more enjoyment in other areas of life. This analysis was based on correlations between job and life satisfaction and of course, is open to
the interpretation that life satisfaction influences job satisfaction. Those expressing more satisfaction with their pay are also more satisfied with their lives, families and jobs in general. It would appear that satisfaction with pay could compensate for the unfavourable job situation. In an unfavourable job situation, satisfaction with pay comes to be main determinant of overall job satisfaction. In a more favourable job environment, satisfaction with pay is not related to general job satisfaction, where as the factors of promotion, co-worker, supervision and work are related.

Jeanne, Erickson, William, and E. K. Gunderson (1972) conducted the study, "Do individuals who are in step with peers in their occupational group perceive their life situations differently from those who, in their jobs, are either ahead or behind their peers?" A number of investigations have demonstrated the relationships of pay grade, duty time, job experience, age and marital status to measures of perceived life stress and job satisfaction.

The primary objective of this study was to evaluate on model of status congruency in relation to life stress and job satisfaction. The four variables included in the congruency model were pay grade, duty time, age and marital status.

It was concluded that the components of congruency measure do modify each other in the manner implied by the construction of the score, that is, there is modal pattern of advancement along the four dimensions used in this study.

Anjabeyulu (1974) in a study of job satisfaction of secondary school
teachers and its impact on the education of pupils with special reference to state of Andhra Pradesh analysed the cause of satisfaction and dissatisfaction. He found (i) poor economic conditions, (ii) rigidity of rules and (iii) service conditions causing dissatisfaction among teachers working in Government schools where as (i) politician’s interference, (ii) Lack of equipment, (iii) poor working conditions and (iv) job in-security were causes of dissatisfaction among teachers working in private schools.

Qutiugu (1975) studied tenure in relation to job satisfaction factors. He used chi-square analysis to identify the factors affecting job satisfaction and his finding indicated highly significant relationship between job satisfaction and each of the following variable (i) age, (ii) status, (iii) location of institution (iv) year of experience (v) level of teaching assignment (vi) previous portion in teaching and (vii) marital status.

Ritter (1975) while determining the sources of job satisfaction of male and female inter-scholastic head coaches found that (i) age, (ii) marital status, (iii) coaching experience, (iv) achievements records and (v) high school classification, made relatively little difference with respect to sex.

Singh (1975) studied 'Relationship between job satisfaction values and attitudes of teachers. His finding indicated that (i) there was no significant difference in the trend of satisfaction due to the difference in age, (ii) Female and unmarried teachers, (iii) a positive and significant relationship existed between attitudes and job satisfaction and (iv) Between the scores of values and scores of job satisfaction.
Himelstein (1975) in his comparative study noted that, in case of public school teachers age, years of experience and sex indicated significant relationship to job satisfaction. (i) Male teachers were more dissatisfied when compared with female teachers and (ii) Younger age group were more satisfied when compared with old age group.

Hallum (1975) in his study found no significant relationship existing between salary and job-satisfaction. Female teachers scored higher than male teachers on the job satisfaction scale in his study, and geographical variable had no significant relationship with job-satisfaction score.

Bryson (1975) conducted a study on job analysis of the directory of spring sports within the university division of the National Collegiate Athletic Association. The results indicated following six jobs to be of significant importance, (i) general administration, (ii) Public relations and community services, (iii) professional activities, (iv) budget and finance, (v) equipment and facilities and (vi) specialized spring sports tasks.

Bernard and Kulandaivel (1976) in their study of the 'job satisfaction' among graduate teachers found women were more satisfied than the men teachers, (ii) teachers of aided schools appeared to be more satisfied than the teachers of municipal schools (iii) Class obtained in degree examination had no relationship with job-satisfaction and (v) teachers with less number of dependents were more satisfied.

Frindlay (1976) in his study perceived a positive relationship between
job satisfaction and age, salary, martial status and years of experience in present job.

✓ Harshberger (1976) in his study found motivation to be significantly related with job satisfaction factors such as, policy supervision, working conditions, relation with peers, recognition, responsibility, achievement and work itself.

✓ Perry (1976) in study of similarity in philosophic views between Physical Education faculty and their Chairpersons and job-satisfaction, concluded that a relatively small amount of variations could be explained in terms of differences associated with sex, age, tenure, status, least academic degrees attained, years of full time employment, present academic rank and years of administrative experience.

✓ Chen (1977) studied job-satisfaction of school teachers in the Republic of China. The sample consisted of 495 subjects including elementary junior high, senior high and vocational school teachers. One of the main findings of this study was that male teachers in China were more satisfied with their jobs than female teachers.

Bamundo and Koppeloman (1980) examined the moderating effects of seven variables related to occupation, age and urbanization. As hypothesized, education and income positively and strongly moderated the job-satisfaction, life satisfaction relationship. Self employment also had a significant impact; occupation had only a modest effect. Age and job longevity exhibited strong effects. Urbanization did not attenuate the relationship. In view of National
Work Force trends towards increased education professionalization, income and age, the relationship between job and life satisfaction will become stronger and more relevant overtime.

Oliver and Dewayne (1980) investigated the relationship of faculty job-satisfaction with their role perception and perception of success of their departmental chairperson and academic Vice-President. The analysis of data indicated that faculty job-satisfaction was significantly related to perception of both the chairperson and the academic Vice-President but was not significantly related to how successful the administrators were perceived to be by the faculty. Data analysis further indicated that faculty job-satisfaction was influenced by the administrator's human relation skills, the job itself and working conditions.

Bonnie L. Parkhouse and Miltona Helman (1980) conducted an investigation, purpose of which was to determine whether faculty in sub-urban and inner-city schools differ with respect to job-satisfaction. Subjects were 49 Physical Education faculty in three inner city and three sub-urban Los Angles area high school. JDI (Job Description Index) was used to evaluate four aspects of job-satisfaction: work, colleagues, supervision and pay. Correlations were calculated among all parts of job-satisfaction values for sub-urban and inner-city subjects. Results yielded highly significant differences between intrinsic and extrinsic aspects of job-satisfaction. These Data indicated that subjects dissatisfied with intrinsic job-satisfaction factors (work, colleague, supervision) were satisfied with the extrinsic aspect (Pay) and vice-versa. The sub-urban subjects scored high on the intrinsic scales and low on the extrinsic aspect.
Inner-city faculty yielded low intrinsic and high extrinsic scores.

_Habashi (1981)_ found a positive and significant relationship between Principal's Considerate Behaviour and teacher's job-satisfaction in his study on "teachers job-satisfaction in Iran and relationship between dimensions of teacher's job satisfaction and principal's managerial behaviour as perceived by teachers."

Job-satisfaction

Job-satisfaction has been studied and defined in two different ways. The traditional approach assumed that, if the presence of a condition led to satisfaction, its absence led to dissatisfaction. This conventional job-satisfaction theory places job-attitudes on a bipolar continuum where an increase in job-satisfaction is accompanied by an equal decrease in job-dissatisfaction. (Bockman 1971)

By contrast Herzberg, Mausnar and Synderman (1959) hold that factors producing job-satisfaction are separate and distinct from those generating job-dissatisfaction. They contended that these feelings are not the opposite of each other but, rather, job-satisfaction is made up of two different elements. Factors that cause dissatisfaction are concerned with Job Context or extrinsic factors (e.g., Salary), and are called hygienic factors. Those factors that cause satisfaction are related to job-content or intrinsic factors (e.g., the work itself, personal growth and development.) and are called motivational factors.

Hooker's findings (1970) also support this notion. In a study of
corporate administrators, it was concluded that the higher a manager is advanced in the hierarchical structure, the more satisfied that individual appears to become. Authority and decision making were rated as being the most satisfying variables and compensation was ranked on the most dissatisfying component.

Correlates of Job-satisfaction with Salary

Common sense would suggest that a person who is well paid is more satisfied than a person who receives a comparatively lower salary. Positive correlations between salary and job-satisfaction were found by Beerc (1964) and Form and Geschwonder (1962).

In other studies, the equity Principle was the major factor. That is, Ivancerich and Donnelly (1968), Vacques (1961), Patcher (1961), and Salinar (1964) found that when an employee earned given salary and another worker (same occupation) in another company earned less, the better paid subjects tended to be more satisfied with the job.

Correlates of Pay satisfaction with Salary

Schwab and Wallace (1974) examined four personal and two organizational correlates of pay satisfaction of both Male and Female employees in a large manufacturing firm. These factors included organizational level, Method of Wage payment, Wage level age, sex, and tenure. Results indicated that pay satisfaction was highly related to pay level.

Method

Subjects were asked to complete JDI (Job Description Index), a device
used to measure job-satisfaction.

Results

Are inner-city and sub-urban subjects satisfied or dissatisfied with different aspects of their jobs? Is cognitive dissonance theory correct in predicting that dissatisfaction with intrinsic aspect of the job is associated with intrinsic pay? Is the opposite also true? That is, is satisfaction with intrinsic aspect of the job associated with dissatisfaction with pay? The answer to all the three is Yes. These results lead to the conclusion that generalizing about job-satisfaction from suburban to inner-city schools, and vice versa is very questionable. These four work environments are so disparate that subjects appear to be describing different worlds. There were consistent differences in satisfaction with the intrinsic aspects of the job in the inner city environment. The lowest intrinsic satisfaction was reported for work itself. Although no casual relationship can be derived from these results, there may be a number of explanations for this finding. First, extremely low satisfaction with work may have contributed to the low intrinsic scores yielded for co-workers and supervision. Second, the low values reported for co-workers may also be attributed to the many recent transfers, so the subjects were not well acquainted with each other. Third, even a good supervisor is not likely to be rated high for requiring personnel to perform undesirable work. When one is dissatisfied with intrinsic aspects, one is definitely satisfied.

Conclusion

Results of the study conclude that:

1. Inner city suburban Physical Education faculty are satisfied in some
aspects of their job whereas they are dissatisfied with some other ones.

2. If the intrinsic aspects are satisfying there is need to be at least somewhat dissatisfied with pay.

Porter (1981) investigated the significance of personality factors of students placed in career for which they either did or did not receive specific university training in relationship to their being satisfied with their jobs. The two groups involved were: (i) Those who were prepared to teach and entered the teaching profession, and (ii) Those who were prepared to teach but entered other career area instead. There were significant differences in Job-satisfaction. Those differences occurred on: Work on present job, with a "t" score of 2.52; supervision on present job, with a "t" score of 2.94 for that area of the job. There were significations at the 0.05 and 0.01 level for those job categories. There were significant correlations between a combination of personality traits and job satisfaction. There were no significant differences found on grade point average for the two groups. The non-teachers were unhappy with their work as opposed to teachers.

Vazquez (1982) conducted his study to investigate the differences in job satisfaction and leadership behaviour of athletic directors in the NCAA and NAIA athletic organizations. 48% from the original sample (N=400) returned usable instruments and participated in the study. 53% had tenure status and averaged 47 years of age and 22 years of working experience. The study found that athletic directors from NCAA were more satisfied than dissatisfied
Amirtash (1983) investigated the relationship between job satisfaction, the criterion variable, with the selected predictor variables of demographic factors, leadership style and organisational climate. It was hypothesized that no statically significant relationship exists between job satisfaction with any of the variables involved, as perceived by the subjects. Data collection instrument packages were distributed among 253 male Physical Educators in the 82 randomly selected male high schools in the city of Tehran. From 137 returned instruments 119 were considered to be usable for the study. The Pearsonian correlation computed revealed that: (i) most of the sub-scales included in each of the instruments used were inter-correlated; (ii) Three of the organisational climate description questionnaire (OCDQ) sub-scales namely Esprit, intimacy and conservation were significantly related to job satisfaction (positively); (c) the demographic factors, education (negatively) and experience (positively) were significantly related to job satisfaction; (d) the organisational climate was primarily defined by the principal tenure, teacher's behaviour - disengagement, and leadership style - were found to have a negative relationship with job satisfaction. The step-wise multiple regression performed indicated that, the predictor variable experience, education and esprit of teachers' behaviour contributed significantly to the variance in job satisfaction. No significant relationship was found between any of the leadership style variables and the criterion variables.

Oades (1983) examined relationship of teacher motivation and job
satisfaction of Bank Officers in India. The important finding that emerged out of the research work was that supervisors, regardless of job involvement, wanted more decision-making authority, opportunity for personal growth and development and recognition for good work done. One factor for job involvement appeared to be satisfaction through recognition for good work done. Both tangible and symbolic forms of recognition of good work may increase job involvement.

*Winkler (1983)* in his attempt to measure the perception of job satisfaction of university faculty members in their present position, found that pay was the primary source of dissatisfaction among all faculty members as compared to female members with their present jobs.

*Mottaz (1984)* in his study, "Education and work satisfaction", indicated that education had an indirect positive effect but a direct negative effect on overall work satisfaction. His results suggested that education may have increased work satisfaction by increasing work rewards. Moreover, it appeared that most of the educational pay off was in terms of intrinsic rewards, such as task autonomy, task significance and task involvement. However, finding also indicated that education did not lead to greater intrinsic rewards but significantly reduced work satisfaction. Thus supervisors who reported equal level of intrinsic rewards, work satisfaction tended to be considerably lower among better educated supervisors. This effect appears to be due to higher aspiration or work values associated with increased education.

*Wezerman (1984)* investigated and compared the levels of job satisfaction of Physical Education teachers and the levels of job satisfaction
of teachers of other disciplines in the urban and rural high schools in Jordan. In addition, the study attempted to identify factors that may be related to job satisfaction of Physical Education teachers. He found that: (i) There was no significant difference in overall job satisfaction between teachers of Physical Education and teachers of other disciplines; (ii) There was a statistically significant difference between Physical Education teachers in urban and rural schools in terms of overall job satisfaction. Teachers in rural schools were significantly more satisfied than those in urban areas, and (iii) the differences in overall job satisfaction between Physical Education teachers and teachers of other disciplines in urban schools was less than those in job satisfaction of teachers in rural schools.

Surya Kumar Srivastava (1985) in his study of job satisfaction compared the N-Achievement and job satisfaction in the employees of private and public sectors. A sample consisted of 100 employees in private sector (15 executives, 37 supervisors and 48 workers) and 100 employees in Public sector (20 executive, 29 supervisors and 51 workers) was randomly selected from Kanpur city. All the employees were administered N-ash and job satisfaction questionnaire. The study reveals that private and public sector employees are significantly different in the level of N-Achievement and job satisfaction.

Introduction

Job satisfaction is a generalised feeling of fulfillment of an employees economic and psycho-social needs, and aspirations in life which he seeks to obtain through the exercise of his abilities, and aptitudes in accordance with his interests via the medium of an organisation. The opportunities, he
gets for such an exercise in his place of work determine his attitude towards the organization and its goals. The overall performance of an organization thus becomes a function of the degree of job satisfaction. It affords to its employees the positive, indifferent or negative attitude it generates in them through its personnel policies. The difference in performing of private and public sector that are believed to exist could be the result of different managerial philosophies and industrial undertakings with regard to prediction, pricing and social purpose. The effect of political control or due to inherent differences in personnel policies flowing from it which succeed or fail in meeting the individually and collectively perceived needs of their respective employees.

In this study, achievement motivation scale constructed by Costello (1967) to measure achievement motivation was used. Job satisfaction scale standardized by Ganguli (1957) was used.

The study revealed the following results:

1. There is significant difference amongst private and public sector employees in terms of N-achievement (Need for achievement) and job satisfaction.

2. N-achievement and job satisfaction are positively and significantly correlated for both private and public sector employees.

3. Relating N-achievement to the individuals job satisfaction, people with high N-achievement are more satisfied with their jobs compared to the low N-achievement individuals.
Surya Kumar Srivatsava (1985) conducted a study, the purpose of which was to compare private and public textile industries in terms of job satisfaction and organisational climate. 200 employees were administered H.C. Ganguli's scale of job satisfaction. The study reveals that there is significant difference between private and public sector employee in terms of job satisfaction and organizational climate and the relationship between job satisfaction and organizational climate is also significant.

For complete understanding of job satisfaction a more comprehensive approach is required in which many additional factors such as employee's age, health, temperament, desires and levels of aspirations should be considered. His family relationship, social status, recreation activities in organization, etc. contribute effectively to job satisfaction.

"Job satisfaction" as suggested by Ghiselli and Brown (1948) "has many different points of reference and few workers indeed are satisfied with all aspects of their job". Blunn and Naylor (1908) has defined the concept of job satisfaction on a general attitude which is the result of many specific attitudes in three areas, viz. specific job factors, individual characteristics and group relationship outside job.

From the above it is clear that job satisfaction is the result of various attitudes, the employee holds towards his job related factors and also to life in general.

The study revealed the following results:

1. Private textile industry employees are more satisfied than public
industry employees in terms of job satisfaction.

2. The relationship between job satisfaction and the organizational climate was found quite significant.

Synder (1985) in his study on "the effects of organizational climate and leader behaviour on coaches job satisfaction in selected departments of intercollegiate" found that the behaviour of Athletic directors and climate had both direct and indirect effect on job satisfaction of the coaches.

Chan (1986) in his study investigated to develop a profile of graduate Physical Education faculty members in terms of job satisfaction and to compare the top 20 ranked Physical Education departments against 20 other randomly selected Physical Education departments. The job descriptive index (JDI) was used to measure the five different areas of satisfaction, while the job satisfaction index was used to measure the overall job satisfaction. Results did not identify a set of variables that was consistently related to job satisfaction. However, correlations revealed that among all factors only salary consistently produced significant relationship with all six aspects of job satisfaction, indicating that higher paid faculty members were satisfied. The factor hours of teaching" also showed a consistent relationship with job satisfaction, although not to the extent of study, indicating that faculty members who taught less hours were more satisfied. Finally, results indicated that faculty members were most dissatisfied with pay among all six aspects of satisfaction. Univariate analysis of variance revealed that overall satisfaction and pay satisfaction of top 20 departments, faculty members were significantly higher than non-top 20 departments faculty members although the actual pay between top 20 and non-top 20 departments
professors in the ten of eleven existing universities responded accurately to the faculty job-satisfaction scale. The steps taken in the development of the instrument for the study, the reliability co-efficients obtained in the pilot and actual studies, suggested that the Spanish version of the instrument was appropriate.

The data analysis revealed the following findings: (1) Physical Education faculty members in Colombia as a group reported less satisfaction than their counterparts in Costa Rica in nine of the ten factors with the exception of the salary factor. Important differences were found in policy and administration, recognition, supervision, and the work itself were the factors between the two groups. One important difference, with a higher level of satisfaction being expressed by Colombian faculty members, was in relation to the salary factor. (2) Upon comparing the overall satisfaction mean of Colombian and Costa Rican professors, no important differences were found. (3) When the overall level of job-satisfaction was compared with selected demographic variables of the two groups several important differences were found in various categories of the selected variables.

*Brumback (1986)* in his study examined the relationship between teacher job-satisfaction and student academic performance.

This study included 99 teacher and 1916 second and fourth grade students in public schools in the Metro-Atlanta area. Teachers completed the satisfaction Questionnaire and scores for general job-satisfaction and specific aspects of job-satisfaction were computed.
five sub-scales pertaining to separate aspects of worker satisfaction (Pay, Promotion, Co-workers, Supervision, Work content) and a scale designed to measure over all satisfaction (Job in general). In addition 10 administrators were interviewed to further examine job satisfaction. Responses to Questionnaire scales were statistically analysed by the use of frequencies, multiple t-tests multivariate discriminate analysis and multiple regression. The data analysis compared responses between Division I and Division III administrators. Data from the interviews were used to supplement the Questionnaire results by providing more specific details concerning satisfaction perceptions.

Results of the study provide evidence that woman athletic directors are in general satisfied with their work. It was concluded that:

a) Division I woman's athletic directors indicate positive job-satisfaction with respect to work, pay, supervision, and co-worker facets. They don't indicate positive perception with respect to satisfaction with promotion;

b) Division III woman's athletic directors indicate positive job-satisfaction with respect to work, supervision and co-worker facets. They don't indicate positive perceptions with respect to satisfaction with pay and satisfaction with promotion.

c) Division I and Division III women's athletic directors indicate positive over all job-satisfaction perceptions and similar perceptions of work, promotion and supervision facets satisfaction. Division I woman's athletic directors, however indicate greater satisfaction with pay and co-workers than Division III woman's athletic directors.
Satisfaction with work and satisfaction with supervision are the two facets which most strongly predict overall satisfaction for Division I and Division III women's athletic direction. Satisfaction with pay is also a significant predictor of overall satisfaction for Division III women directors.

Macdonald (1988) describes and analyses the relationship of job-satisfaction of Chief Executive Officers (CEOs) of National Sports Organization in Canada with their leadership behaviour (Consideration and initiating structure); personal variables of age, education administrative and athletic experience; and the organizational variables of the size and type of organization. The data were obtained from an information questionnaire and job-descriptive Index (JDI) and Job in General (JIG) Questionnaire which were completed by CEOs. The findings indicated that the CEOs who were high in initiating structure and consideration behaviour were significantly more satisfied with their subordinate supervision and co-workers. The initiating structure behaviour was more useful than consideration in predicting the variance in satisfaction. No significant correlation was found between age, tenure, salary and facets of satisfaction. A significant inverse relationship was found between level of university education and satisfaction with co-worker relations. The size and type of organization produced a significant positive relationship with satisfaction with the job in general.

Wilfred (1988) investigated teachers' attitudes towards educational reforms in the teachers' recruitment, training and professionalization areas. Teachers who majored in the arts/science have significantly different endorsement patterns than those who majored in education. Similarly high school teachers...
have significantly different endorsement patterns as specific reforms than do middle/elementary school teachers. Salary level, school size and willingness to advise others to enter teaching are characteristics that are significantly related to teacher attitude towards reform. Level of job stress, satisfaction, years of teaching, regular versus special education teacher and level of professionalism ascribed to teaching represent characteristics which are not found to significantly affect teacher attitudes towards teachers' reform.

Wright C. Christina conducted a study on professional roles and job satisfaction of school psychologists. This study of roles and job satisfaction of recent graduates of school psychology training programs took the form of a national survey. 143 graduate programs furnished names; 62% of the people responded (N = 972). Each participant completed a Questionnaire (SPAQ), a list of 34 activities constructed expressly for this study and the Job Descriptive Index (JDI), a job satisfaction instrument constructed and validated by Smith, Kendall and Hulin (1969). Participant rated the SPAQ items according to how much time they currently spend, and what changes they would prefer in time spent.

Factor analysis of time-preferred scores on SPAQ yielded 5 professional roles; Assessment, training, direct intervention, systems intervention, and consultation. Psychologists who have graduated from school Psychology training programs want to increase the time spent on every role, except assessment, respondents working within schools want to increase time spent significantly more than do their peers working outside schools. Discriminant analysis of the six scales of the JDI using gender and work setting for group
questionnaire and a qualitative analysis of the interviews. These two methods were compared in an attempt to illuminate the nature of job satisfaction. The operationalization of overall job satisfaction was done through the use of four measurements of satisfaction and one composite scale. Overall job satisfaction was the dependent variable. Work conditions, teachers roles, teaching practices, work role centrality, stress and demographics served as independent variables.

Influence of specific factors on satisfaction was examined through Pearson Correlations and stepwise multiple regressions of the survey and a thematic analysis of the interviews. Difference between stayers and potential leavers were examined using student t-tests and Chi-square tests of independence. The first part of the interview consisted of 16 items from the questionnaire selected for in-depth analysis. Each item was followed by funnel questions. The second part asked teachers to identify their three biggest satisfiers and dissatisfers, replies.

Herzberg's "critical incident methods". Analysis of the questionnaire indicated there were seven statistically significant factors influencing overall satisfaction, support from parents students and the community, stress, participation in curriculum. Development, freedom to do the work, work role centrality, physical surrounding and pay. Demographics did not play a significant role, though educational level and school location, influenced same aspects of job satisfaction. In the interviews teachers mentioned six contributors. These were : students, challenge of teaching, intellectual growth, administrators, colleagues and stress.
There were interesting differences between stayers and potential leavers. Stayers had higher satisfaction score, less stress and more seniority. They perceived work conditions more favourable but did not differ from leavers in terms of the extent of roles and responsibilities undertaken.

*Morales, Jose (1993)* conducted a study, the purpose of which was to examine the levels of job satisfaction/dissatisfaction and sensitivity among athletic managers employed by higher education institutions in Puerto Rico. Also, an examination of the relationship between the satisfaction and sensitivity variables was conducted.

The sample consisted of 21 male and female athletic managers. To measure the managers sensitivity, all the head coaches (79 males and 35 females) were selected. The results were analysed using descriptive statistics for interpretation of the research questions. Pearson product moment correlation coefficients were used to determine the relationships between job satisfaction and sensitivity. The athletic managers were found to be moderately satisfied with their job. The relationship with managers and workers, the amount of responsibility one is given, and one's immediate boss were the most important factors. Individual analysis of male and female managers showed important differences between the two groups on the factors of physical work conditions, rate of pay and chance of promotion. The most important intrinsic and extrinsic factors for satisfaction were relationship with managers and workers, the amount of responsibility and immediate boss.

The overall analysis of sensitivity showed that the athletic managers in Pureto Rico, on a group, are sensitive to their subordinates needs. The
Reference related to adjustment

Adjustment

Sports is highly organized form of social institution which helps in the socialization process through games and sports. These are one of the best means of helping an individual to gain his identity, self image and formulate the ideal self. It is the sport which helps in the development of desirable personality traits.

Biddulph (1954) reported that superior athletes showed higher levels of personal and social adjustment than that of less skilled athletes. Therefore, adjustment is positively related with sports performance."

Rushell (1967) conducted a study on athletes and non-athletes. By applying T-test, he found that sportsmen were emotionally more stable than the non sportsman.

With respect to monarchial and problems of adjustment, the studies show that the monarchial age does not have any impact on the total adjustment problem and anxiety scores.

Kroll and Carlson (1967) have reported no difference between superior and inferior participants. Almost no study has reported a negative correlation between adjustment and sports performance.

Antonelli and Masesllani (1973) carried out a study on 351 top Italian athletes using the Bell's Adjustment inventory adult form. They found
that the male athletes had better adjustment than the female ones. The sports in which the participants were found to have good adjustment were Athletics, Volleyball, Sailing and Fencing. Inferior adjustment was found in cycling, swimming, rowing and gymnastics.

Rani, Usha (1974) studied the personality adjustment differences of (N = 170) athletes and non-athletes by administering the Bell's Adjustment inventory (1937). Mean, SD and T-ratio statistical techniques were used to assess the data. She found that there were differences to personality adjustment between athletes who participated in group and non-athletes. In the individual events group, Badminton players had better home adjustment than Track and Field athletes, Wrestlers and Tennis players. As far as team games group were concerned, Hockey players were better adjusted in health than Football, Baskestball, Volleyball players. Non-athletes had better home adjustment and had poor health adjustment as compared to athletes.

Bhullar (1974) studied the differences in personality adjustment of sportmen (N = 25) and non-sportmen (N = 25) and sports women (N = 25) and non-sportswomen (N = 25) as measured by Bell's Adjustment inventory. T-test was employed to examine differences with regard to adjustment. She found that:

1) Non-sportmen had better home adjustment than sportswomen but there was not much difference between sportmen and non-sportmen regarding home adjustment.

2) The sportmen and sportswomen had much better health adjustment than non-sportmen and non-sportswomen.
In the area of social adjustment, Sportswomen were aggressive and non-sportswomen adjustment was average. Sportsmen were also more aggressive as compared to non-sportman.

Non-sportswomen and non-sportsmen were emotionally stable while sportsmen and sportswomen were emotionally unstable.

Sidhu (1974) conducted a study on a group of 100 male students, players and non-players between 19-26 years of age, who were randomly selected from NIS Patiala and from a College at Patiala. The social and emotional adjustment scores of the subjects were measured on the basis of their scores obtained on the social and emotional scales of Bell’s Adjustment inventory. He found no significant difference on social adjustment among Basketball players, Badminton, Hockey, Football and Volleyball players, while there were significant differences in emotional adjustment between Hockey and Basketball players. When players were compared to non-player for social adjustment, there was no difference in emotional adjustment between players and non-players.

Balazs (1975) conducted a study on 24 female volunteer subjects who represented the U.S. in 1972 Olympic games, as members of swimming, Track and Field and ski teams. Interview, Personal Data Questionnaire (PDQ) and Edward personal preference schedule (1954) (EPPS), were used as tools to assess to psycho-social characteristics of outstanding female athletes. It was concluded that outstanding female athletes had value orientation that pushed them from childhood onwards to the highest level of performance in sports. They had particular family dynamics that seemed to be crucial, like...
the parents' support and encouragement coupled with their high expectations. They gave manifestation of integrity and autonomy and they appeared to hold satisfying social contacts and hetero-sexual relations.

**Widdop and Widdop (1975)** reported in their study conducted on woman trainees to be class room teachers and those being trained to be physical Education teachers. The multiple discriminant analysis indicated significant differences in personality between the groups. Separate personality components revealed the student class room teachers to be high in order of affiliation and patience and the student of Physical Education to be high on warm heartedness, mental capacity, enthusiasm, perservance, venturesomeness.

**Slepika (1975)** found that successful players were more co-operative, emotionally stable, adjustable and aggressive than unsuccessful players.

**Bosco (1977)** administered Cattell's sixteen personality Factor Questionnaire to 8 champion gymnasts and nine college students of comparable age. In his study, the gymnast scored higher emotional stability and maturity, confidence and seriousness than the college students.

**Surinder (1981)** used Bell's Adjustment inventory to measure adjustment of teacher trainees and Physical Education students. The findings of the study reveal that:

1) Home adjustment of teacher trainees was better than Physical Education students.
2) Physical Education students had better health adjustment than teacher trainees.

3) Teacher trainees were socially well adjusted than Physical Education students.

Maximer (1983) reported that successful Volleyball players were more emotionally stable than the lower level players.

Sharma (1984) using Cattelle 16 Physical Education Questionnaire reported that personality factor (Aggressive) had been retained by Basketball, Football and Volleyball sports group except Hockey Sportsmen. Similarly, factor (Emotional Stability) had been observed in the personality profiles of Football, Hockey sportsgroups. But the same factor was not retained by Basketball and volleyball sports groups. Factor Q3 + (Socially Practice) appeared in the personality structure of Football, Hockey and Volleyball players. Group dependent factor Q-3 emerged in the personality profiles of Basketball players. He had also found that sportmen representing Universities are emotionally stable, aggressive, conscious, trusting, practical and group dependent.

Bhatti (1987) has also studied the adjustment level of athletes and non-athletes by using Bell's Adjustement inventory. A descriptive analysis was carried out and it was found that home adjustment of non-athletes was significantly better than athletes. There could not be found any difference in their health, social and emotional adjustment.

Basketball group was found to be emotionally better adjusted than non-athletes. Football group was superior in health adjustment, but inferior
in social adjustment to non-athletes. No difference was found in home and emotional adjustment. Volleyball group was found to be submissive and retiring in their social contacts and emotionally unstable than non-athletes.

\textit{Singh (1988)} Conducted a study by administering Sinha and Singh Adjustment inventory for college students (AICS) to compare the individual and team athletes on selected psychological variables and concluded that individual and team athletes have not been found to be significantly different from one another on various areas of adjustment except educational adjustment where the difference between the two has been found significant. Marked intersports differences have been found on all areas of adjustment, Basketball, Boxing and Handball groups have registered significantly better allround adjustment where as track and field and Hockey groups being poor on adjustment have differed considerably from their sports groups.

\textit{Balwinder (1988)} also administered Bell's adjustment inventory on 43 women athletes of colleges affiliated to the Panjab University to find out their home, health, social and emotional adjustment. Their academic scores were taken from their previous annual results. She found that the home adjustment of woman athletes was better than other adjustment followed by health, emotional and social adjustment. It was also observed that adjustment was not affected by academic performance, and there was no correlation between academic scores and home, health, social and emotional adjustment.

\textit{Kumari Amra (1988)} conducted a study of 300 sports girls and 300 non-sports girls in the age group of 14 to 16 by using Sinha and Singh
Adjustment inventory (1980). She concluded that sports girls belonging to rural and urban areas were better in all variables of adjustment, i.e., emotional social and educational than non-sports girls.

*Nangia and Sevger (1989)* administered Sinha and Singh Adjustment inventory (1980) on 320 sports persons and non-sportspersons. Subjects included players of University level teams of Basketball, Volleyball, Hockey, Cricket, Athletics Badminton and Table-Tennis and non-sportspersons. T-test revealed significant difference in adjustment levels of sportsmen and sportswomen as well as between sportspersons and non-sportspersons. Significant differences were found in players of teams and individual games.

By using 16 P.F. Wezner and Gottitheil compared 340 athletes cadets and 116 non-athletes after they had entered U.S. Military academy and before they had graduated. Athletes were found more social, group dependent, sophisticated and conservative than non-athletes. But even after the regular practice of four years in athletic participation, the non-athletes did not change in personality structure. It appears that those traits may lead to better adjustment in various spheres.

*Gill (1990)* studied 406 teachers (234 males and 172 females). She found that successful Physical Education teachers belong to higher socio-economic status and were more creative and better adjusted than less successful teachers. And male Physical Education teachers were better adjusted and more original than female Physical Education teachers.