Chapter –II

REVIEW OF RELATED LITERATURE

The need of related Literature has been widely recognized in the world of research. It provides the researchers a broad and deep understanding of the published research work of the related field. The abstracts of the related studies and their findings pertaining to the present study are highlighted in this chapter. This further helped the scholar to interpret his findings as supporting evidences to evaluate the significance of this study.

On the morning of Thursday 6th June 2013 Shri Narendra Modi addressed over 2.20 lakh primary school teachers from across Gujarat via video conferencing. The address was a part of the training programme for the teachers. The Chief Minister recalled the contribution of his own teachers and at the same time stressed on the importance of learning in our lives. He stated that one of the biggest successes of a teacher is when the teacher is able to teach the student in a method that inspired the student. Shri Narendra Modi urged the teachers to make optimum use of the training programme and absorb new things from here. Shri Narendra Modi affirmed, “The child of Gujarat, their lives and future are of utmost importance and we need your help in shaping their lives. It is

1 http://www.narendramodi.in/shri-modi-addresses-2-20-lakh-primary-school-teachers-from-all-over-gujarat-via-video-conferencing/
about the future.” **Summing up the essence of the training** the Chief Minister declared, “After this training when you go among your students, they must feel inspired and can learn something new.” He also urged the teachers to understand the essence of this effort closely.

In his speech, the Chief Minister asked the teachers to inspire their students to do creative things. Recalling an anecdote from his childhood the Chief Minister said, “I remember one of my teachers did something new. He kept a diary and asked the person who came first to write the first sentence. Then, the rest followed suit. We saw that the students were really excited to come and write the first sentence. Later, the teacher read out the sentences and we were shocked that we wrote all that,” and further said, “It was a teacher that inspired us to think, put our thoughts and these were no expert professors but school teachers.”

Referring to the teachers, Shri Modi avowed, “You are not teachers only due to the degrees you have. You become a teacher from the mind and from your actions. Ask yourselves- are you a teacher? And if you are a teacher you must see the lives of the students that you are shaping. A teacher who is only waiting for the bell to end the day can never shape minds. But a teacher who thinks about the pupil, the pupil’s future is a true teacher.” He
urged the teachers to take care of the pupils like they would do to their own children, saying, “Just like you do not see the growth of your children in parts but in entirety, you should see your students like that as well.” He also said that the teachers would feel very proud when a former student of theirs stops their BMW car and touches their feet recalling their experience in the classroom. “I am sure you all will be very touched. This is a true delight of life and what you are doing is the Shikshak Dharma,” his opined. The Chief Minister told the teachers that they have got an excellent opportunity to shape the lives of youngsters and they must not let go of it. Recalling an experience during one of his Gunotsav visits he stated, “I went to meet local teachers during Gunotsav. Usually the Chief Minister does not meet teachers so they were all surprised. During the meeting one teacher started crying. I asked what happened the teacher said both my husband and I are teaching in this school for the last seven years but if we had taught properly, you would not have had to come.” Shri Modi went on to say, “You need not do anything more. Even if you do perform your basic responsibilities there is no way your school cannot get A grade.” Urging teachers not to let problems affect the child, Shri Modi declared, “Agitations and your demands are understandable, we can sort that entire out by talking but we cannot sacrifice the future of
our little students, which is of prime importance. There may be problems but there is no fault of the child.” Shri Modi talked about the need for teachers to have a spirit of positivity in their lives so that they can wonderfully perform their role of making students powerhouses of knowledge. He affirmed that a good teacher is one who is present both from the mind and the body. **Emphasizing on the importance of learning, he asked the teachers share with their families what new things they learnt and not shy away from admitting that they learnt something new. He said that it is important new thoughts keep coming in the minds of the teachers.**

Giving an example he said, “There was a teacher in Dahod. That teacher taught poems in a language that the tribal students understand. Students in Kutch speak a different language. We should make efforts to think of ways in which they too can understand what is being taught. All this is not in the syllabus but the mind must be ready. Once we affirm to make a difference in the mind, the results will be good.” Shri Modi pointed to the importance of the spirit of community and togetherness and how that is possibly in decline these days. He said, “We need to get the society towards Samoohikta. Earlier this was prevalent but today children are restricted to their own television, own games...the time of playing together is going. The West is taking great efforts to discover this
spirit of Samoohikta but for us, it has been a part of our culture. You as teachers must think of how the entire class can flourish together as a community. Again, this is not in the syllabus but it is about living for the society and doing something for the nation.”

Thakur\(^2\) 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 physical education teachers working in different management schools of Madhya Pradesh. Out of 45 districts of Madhya Pradesh 20 districts were selected at random, using lottery method. The job stress and job satisfaction scales were administered to all the schools situated in the selected districts and the research scholar received only 494 returns. Out of 494 subjects, 210 teachers were from government schools, 179 from private schools and 105 were from semi government schools. After getting responses from the subjects, the scoring was done on the basis of key provided by Paliwal and Muthyya in their Manuals of the questionnaires. The scores obtained in both the questionnaires by the subjects were considered as criterion measures, and the single group design was adopted. Analysis of Variance (F-ratio) and The Pearson’s Product Moment Co-relation were used as statistical tools.

Analysis of variance shows that variability exists in respect of job stress and job satisfaction of PET’s because the obtained values are significant at 0.05 level of significance. Posthoc Test Scheffe’s test revealed that the teachers working at private schools had more stress than the teachers of semi government schools. The teachers of semi government schools also had more job stress than the teachers of government schools. The analysis of data also revealed that the teachers of private schools are more dissatisfied than the teachers working in semi government schools and government schools. The teachers working in semi government schools had high dissatisfaction than the teachers of government schools. The co-efficient and co-relation of score showed that there was a significant relationship between the scores of job stress and job satisfaction test scales.

Santra³ “comparision the job satisfaction and socio-economic factors of teachers of physical education and other academic subjects working in the Government Colleges in West Bengal”. 51 teachers of physical education and an equal number of teachers of other academic subjects who were currently working in 16 Government Colleges affiliated to three universities viz. Calcutta, Burdwan and North Bengal in the state of West Bengal were randomly selected as source of

data. Two questionnaires, one on job satisfaction and the other regarding socio-economic factors were carefully prepared and administered to the subjects. The data were analyzed using Chi-square Test and by comparing the percentages. The level of significance chosen for Chi-square Test was .05.

The statistical analysis of the data indicates that there was no difference between the teachers of the two categories regarding their satisfaction with the salaries, relationships with their superior colleagues, and students, and that their jobs did not provide them opportunities for promotion and advancement, the teachers of other academic subjects were more satisfied with their jobs than the teachers of physical education; teachers of other academic subjects felt that their official status provided them a respectable place in the society but teachers of physical education felt otherwise; teachers of other subjects felt that they enjoyed an appropriate life style but teachers of physical education did not; the teachers of physical education felt that their job did not provide them opportunities for personnel fulfillment and advancement but teachers of other subjects felt differently. The teachers of subjects other than physical education felt that their present jobs were their first choice and more teachers of other subjects than physical education would choose their present occupation if given another chance.
Regarding the socio-economic factors, the teachers of other subjects enjoyed better academic status, had higher educational and professional qualifications, had better pay scales, both categories lived in inadequate accommodation, did not possess expensive social status symbol articles, and had liberal views on social issue. A larger percentage of physical education teachers owned their own houses and means of transport than the other categories. Both categories came from families of almost similar socio-economic background. It was thus concluded that the teachers of other academic subjects were more satisfied with their job and there was little difference in their socio-economic status.

McLemore⁴ “Assessment of job satisfaction of female intercollegiate athletic directors and the selected demographic factors of job satisfaction”. Demographic factors included: level of education, tenure, area of specialization, an assistant, written job description, percentage of time in administration, organizational structure, years of experience on the present job, AIAW sport division, size of coaching staff, consistency of personal and institutional goals, goals clearly stated, and age. The subjects were 100 female intercollegiate athletes randomly selected from across the United States; 68 % responded. The Job Descriptive Index was used to assess job satisfaction; a questionnaire collected additional demographic data. Data for the first 6 items on the

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JDI scale was tested using the Mann-Whitney U statistical technique; mean and standard deviation for all JDI scales were calculated, and descriptive analysis was used to examine other demographic data. Results indicated no significant difference between the total JDI scale and the various demographic factors. Descriptive analysis revealed few differences. It was concluded that only a few of the external factors might have had a minimal effect on job satisfaction.

Oliver and Dewayne\(^5\) investigated the relationship of faculty job satisfaction with their role perception and perception of success of their departmental chairperson and academic vice-president. All subjects were volunteers from 11 academic departments in the same college. A 28 item role perception and an 11 item perceived success instrument on both the department chairperson and the academic vice-president; and a job satisfaction questionnaire.

Pearson’s Product Moment Correlation was calculated for all subscores and total scores. In order to attempt to explain the variation in job satisfaction, multiple regressions were run to determine the best set of factors that would explain the variation. The analysis of the data indicated faculty job satisfaction was significantly related to the perception of both the chairperson and the academic vice-president but

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was not significantly related to how successful the administrators were perceived to be by the faculty. Data analysis further indicates that faculty job satisfaction was influenced by the administrator’s human relation skills, the job itself and working conditions.

Parkhouse⁶ “Relationship of job satisfaction to faculty characteristics and administrator’s personality traits”. Subjects for this study were 37 departmental chairpersons and 229 physical education faculty members from large high schools in the United States. The Cattell’s 16 PF Personality Inventory, the Job Description Index (JDI) were used. Pearson’s Product Moment Correlation was calculated for all JDI and 16 PF factors. ANOVA was used to determine differences in job satisfaction based on specific characteristics of the faculty. Stepwise multiple regressions were run on the data to determine the best set of factors to explain the variation. The total job satisfaction score was significantly related (p = .05) to only 2 of the 16 personality traits of the administrators. One of the JDI subscales, pay, was not significantly related to total job satisfaction. When job satisfaction is analyzed by faculty variables, significant difference occurred when teaching experience and administrative experience were considered.

SodhiVeneet,⁷ “Role expectation of physical education teachers in relation to organizational climate and leadership behavior of principals.” The investigator tried to find out the relationship between Role expectation of physical education teachers, organizational climate and leadership behavior of principals. The population for the present study were from principals, vice principals, and physical education teachers of professional and non-professional colleges of Chandigarh. Out of 68 respondents 62 gave their responses for this study. The research tools used for data collection were: (1) physical education teachers role expectation scale by Singh Usha (1987). (2) Organizational climate descriptive questionnaire by Halpin& Croft (1963). (3) Leadership behavior description questionnaire by Halpin (1966). The data were statistically analyzed with the help of descriptive statistics as well as inferential statistics, were mean, SD , T-test and Pearson’s correlation measurements were calculated. The result indicated that Role expectation and organizational climate, teaching exception was found to be significant and positively related. Whereas significant difference were observed when the perception of physical education teachers and principals were compared regarding former’s role expectation.

JasrajKaur, “Teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health.” The present study was conducted to evaluate the effectiveness of school teachers in relation to their job satisfaction, personality and mental health. The researcher has undertaken the present study with a view to find out effectiveness of school teachers in terms of gender and locale. Further attempt was also made to study teacher effectiveness of school teachers having low and high job satisfaction, personality dimensions and mental health and to ascertain the relationship among teacher effectiveness, job satisfaction, personality, and mental health. Random samples of 600 school teachers were selected from Bathinda, Muktsar and Jalandhar districts of Punjab state. Four tools have been selected by researcher for collection of data- Teacher Effectiveness Scale by UmmeKulsum, Meera Dixit’s Job Satisfaction Scale, Ashish Kumar Singh and Arun Kumar Singh’s Differential Personality Inventory and Mental Health Check list constructed by Parmod Kumar. The collected data was analysed by applying descriptive and inferential statistics i.e. mean, S.D, T-test and correlation. The findings of the study revealed that majority of the teachers were found highly effective and satisfied with job. Female teachers and urban teachers were more effective and satisfied with

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teaching job as compared to male teachers and teachers of rural area. Majority of the teachers had high decisiveness, responsibility and heterosexuality personality. Whereas half of the teachers had low mental health, less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self-concept personality. Teachers having high job satisfaction were more effectiveness as compared to teachers having low job satisfaction.

Srinibash Dash, J.Mohapatra and LipikaLipiBhuyan,⁹ “A correlation of human resource development climate with job satisfaction of employees: An empirical investigation on MCF, Burla, Sambalpur, odissa.” The intensive study was undertaken on a coal exploring public company in Odisha called Mahanadi Coal Field, Limited, Burla, Sambalpur about the attitudes of the employees towards the potential human resource development climate variables which affects the job satisfaction of employees. 60 employees were chosen as sample for this study, to make different demographic profile for the success of the project. Descriptive as well as inferential statistical have been used to carry out the research works were mean, standard deviation correlation, and regression analysis is employed to prove significant relations and also T test has been used for testing hypothesis. The research tools were: the

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HRD Climate questionnaires developed by Rao and Abraham (1985) and Job Satisfaction questionnaire developed by Daftuar, C.N (1997). These tools were administered to the sample population and the findings reveal that HRD Climate has a significant relationship with the Job Satisfaction. This indicates that development in the human resource contributes in the productivity of any company and there is considerable room for improvement in the area of human resource development.

Nikolaos Trigilis, Eleni Zournatzi & Athanasios Koustelios, “Burnout among Physical Education teachers in Primary and secondary schools.” The present study examined whether physical Education Teachers working in Primary & secondary schools experience the same burnout level. 437 full time Greek PETs from Primary & secondary Public schools participated in the study. 207 were teaching in Primary & 230 in secondary schools. The ‘educators’ version of the Maslach Burnout inventory (MBI) was used to assess the perceived burnout of PETs, self completed questionnaires were administered to the participants during their presence in the school premises. SPSS were used to analyze the quantitative data; correlation analysis and Multivariate analysis of variance were chosen as the most appropriate method for purpose of this study. Moreover, meaningfulness of differences was assessed with eta-
square. Multivariate analysis of variance shows that physical education teacher working in Primary school reported significantly and meaningful higher in the core burnout dimensions, namely “emotional exhaustion.” Moreover, the strength of association among the 3 burnout components was more prominent in primary PET’s in secondary. The paper shows that the education level in which PET’s are working represents important job characteristics that influences burnout level and should be taken into consideration when this syndrome is examined, at least within the Greek educational system.

Babu, Sarah. 11 “A study of mental job satisfaction of secondary school teacher.” The investigator tried to study the job satisfaction, attitude towards teaching, job involvement efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools. The study was conducted on a sample of 320 teachers of Tamil Nadu. It was found that organizational climate of residential was better than normal schools. Teaching efficiency was positively and significantly related to job satisfaction. Job satisfaction was found significantly higher among teachers of residential schools than normal schools. Organizational climate significantly affects teaching efficiency, job involvement and job satisfaction

Karen Milner & Harriet Khoza,12 “A comparison of teacher stress and school climate across schools with different matric success rate.” The investigator was interested to identify difference in teacher stress and perceptions of school climate. Two schools with matric pass rate of 100% and two schools with Matric pass rate of less than 25% were selected from Limpopo province in South Africa for the study. 33 teachers from high performing schools & 42 teachers from the poor performing school were served as the population for the study. Teachers’ stress was measured by mean of job stress scale comprising 30 factors developed by Spielberger and Monteithetal (1991). The organizational climate Index, comprising 27 items with four sub scales developed by Hoy et. al. (2002) was used to measure the climate of the school. The SAS statistical programme was used to analyze the data. The collected data was analyzed by employing descriptive & inferential statistics. The result reveals that teacher’s experience of stress across the different schools was not significantly different, but significant differences did emerge with regard to school climate.

Jamal.s,13 “Predictors of organizational commitment of secondary school teachers.” The researcher studied the relationship of organizational

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commitment with each of the factors i.e. Teacher stress, Job satisfaction, Teachers morale and socio-emotional school climate among male and female teachers. The findings of the study revealed that teachers stress was negatively correlated with organizational climate implying that if teachers were expected to be committed to their organization, they must be free from stress. It was also found that job satisfaction was positively correlated with organizational commitment. Teachers’ moral and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the moral of the teacher was high and the school provide good socio-emotional climate than the teacher would have more job satisfaction and commitment to their institution.

Al-Nasr\textsuperscript{14} “Relationship of job satisfaction for employees working in governmental and private sectors in Qatar”. The research subjects were drawn from five national banks as well as two agencies. The five national banks were selected to represent the private sector and the two official agencies to represent the governmental sector. Questionnaires were distributed to 1,800 employees in these organizations. Completed questionnaires were obtained from 1,113 employees, a response rate of 61.8 percent.

\textsuperscript{14}Jassim Al-Nasr, (February 2000): “Job Satisfaction Among Governmental and Private Sector Employees in Qatar.”\textit{Dissertation Abstracts International} Vol. 60 No. 8,2865-A.
Among the correlates of some facets of job satisfaction for employees in both sectors were: place of work, gender, supervision responsibilities, educational level, nationality, salary, age, occupational level, and participation in training courses. The correlates of the different facets of job satisfaction were also examined for both governmental and private sector employees. Different patterns of relationships were generally found among the independent variables and the facets of job satisfaction for private and governmental sector employees. However, the educational level, work experience, and number of training courses were expectations to this pattern and were not generally associated with job satisfaction.

Lee\textsuperscript{15} “Job satisfaction and organizational effectiveness (cohesiveness and job unification) among sport leaders in selected colleges and universities in the Republic of Korea”. The subjects for this study were randomly selected from The R.O.K. College and University Personnel Directory, 1997. The subjects were college employees in sport programs in colleges and universities. A random selection of 200 subjects was made to provide a variety of individuals, having diverse demographic backgrounds. After first and second follow-up letters with

\textsuperscript{15}Bo-Sun Lee, (June 1999) “Job Satisfaction and Organizational Effectiveness of Selected Leaders of College and University Sport Programs in the Republic of Korea.” \textit{Dissertation Abstracts International} Vol. 59 No. 12 : 4325-A.
the survey questionnaire, a total of 114 questionnaires were returned, providing a return rate of 57 percent.

The following results were obtained from the statistical analyses based on the research questions of the study: (1) The descriptive data showed that the mean scores of perceived job satisfaction, organizational cohesiveness, and job unification were 26.8, 41.1, and 45.3, respectively (possible maximum score of 50). (2) There were statistically significant mean differences between coach and professor/team director groups, and coach and athletic director group in perceived job satisfaction at the .05 level of significance. There was also a statistically significant mean difference in organizational cohesiveness between coach and athletic director groups at the .05 level of significance. (3) The level of perceived job satisfaction among employees who receive lower than $1,000 per month were statistically significantly lower than that of employees who receive more than $1,500 per month. Also, employees who receive more than $2,500 per month showed higher levels of satisfaction than employee with $1,000-$1,499 per month, $1,500-$1,999 per month, and $2,000-$2,499 per month. (4) There were no statistically significant mean differences in both perceived job satisfaction and organizational effectiveness of athletic teams in colleges and universities in the Republic of Korea.
Fiorentino\textsuperscript{16} provided empirical evidence regarding factors that explain faculty job satisfaction. More specifically, this study attempted to clarify those inconsistencies in previous research through the use of a theoretical framework in identifying such factors and how they operate among faculty and within specific sub-population.

The data used for this study were secured from the National Center for Education Statistics (NCES) National Study of Postsecondary Faculty (NSOPF), conducted in 1992-1993. The data set enables researchers to gain an understanding about faculty from a national perspective on a variety of aspects including responsibilities, workloads, resources, satisfaction and compensation. The sample was selected from the data set and included fulltime instructional faculty members in four year institutions. Data were analyzed using factor analysis to assist with the generation of constructs, and multiple regression analysis to determine what factors best explain job satisfaction.

Results revealed that various factors were operative in facet-specific and overall job satisfaction. With respect to overall job satisfaction, role congruence, institutional qualities & opportunities, research-related facilities & opportunities, teaching-and-research-

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related resources, and the treatment of females and minorities entered as significant factors. However, salary/benefits/security & tenure/advancement was not a significant factor in overall job satisfaction. Similar findings were noted with respect to facet-specific measures of job satisfaction. Role congruence, teaching-and-research-related resources, institutional qualities & opportunities, and treatment of females and minorities were significant in one’s satisfaction with Workload, Available Time, and Authority over Instructional/Non instructional Aspects of Job, and Salary/Benefits. Further, satisfaction with Security/Advancement was associated with salary/benefits/security & tenure/advancement. Likewise, satisfaction with Security/Advancement was associated with salary/benefits/security & tenure/advancement, institutional qualities & opportunities, and treatment of females and minorities. Further, each of the four facet-specific measures of job satisfaction was significant factors in overall job satisfaction. Finally, institutional type, tenure status, rank, length of service, discipline, race, and gender had little effect on the relationships between the independent and dependent variable.
Jones17 “Relationships between staff development, job satisfaction, and organizational morale”. The Minnesota Satisfaction Questionnaire, the Purdue Teacher Opinionnaire, and the Attitude toward In-service Scale were completed by the participants. An informal questionnaire also was completed to elicit participant preferences on eight variables: type of participation in staff development programs, type of personal responsible for planning such programs, duration and scheduling of training, incentives offered to participants, expertise of trainers, training design, and use of instructional strategies. Statistical analysis included correlation, multiple regression, and multivariate analysis of variance. Analyses were performed using the Statistical Package for the Social Sciences (SPSS-X, 1983). The tests were conducted at the .05 level of significance.

Relationships among the three constructs were limited. The correlation between teacher attitudes about staff development and job satisfaction was statistically insignificant as was the correlation between teacher attitudes and organizational morale. Only the respondent’s type of participation in staff development programs impacted the combined scores on the three instruments as well as the individual scores on the Minnesota Satisfaction Questionnaire and the Attitude toward in-service

Scale. Due to the absence of significant correlations, a multiple regression equation was not determined for the variables related to teacher preferences.

Findings from this study provide a database for further investigation about job satisfaction and organizational morale at the school. Given the staff’s positive attitudes toward staff development, staff preferences can be considered when planning such programs. Replication of this study in similar facilities that serve ‘special needs’ students may be considered for comparative purposes.

Wezermes\textsuperscript{18} Investigated and compared the levels of job satisfaction of physical education teachers and the levels of job satisfactions of teachers of other disciplines in urban and rural high schools in Jordan. The sample comprised of 208 full time teachers randomly selected from 88 urban and rural high schools in Jordan. These teachers were asked to respond the Purdue Teacher Opinionnaire. Additionally, they were asked to list any other factors that might contribute to their satisfaction or dissatisfaction in their profession. The data were treated using frequency tabulation, t-tests and one-way analysis of variance. The 0.5 level was employed to evaluate the significance of the statistical relationships.

The major findings were: (1) there was no significant differences in overall job satisfaction between physical education teachers and teachers of other disciplines in Jordan. (2) 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. (3) The differences in overall job satisfaction between physical education teachers and teachers of other disciplines in urban schools was less than those of teachers in the rural schools. (4) The overall job satisfaction of teachers was not influenced by the level of teacher education, experience, age or sex of teacher.

Cumming\textsuperscript{19} 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 needs 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/ her job.

\textsuperscript{19} Cumming, E.A. (), “Stress and Job Satisfaction among Special Education Teachers in Urban Districts in Texas”, Dissert .Abst. 1995. p 2790-A.
Smeltzer\textsuperscript{20} 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. In addition a ‘type A’ behavioral style was significantly related to role overload and responsibility for people.

Nelson\textsuperscript{21} 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.

Moffett’s\textsuperscript{22} Study of summer faculty at the University of Iowa revealed that female, non-tenure and probationary faculty experienced significantly higher levels of job stressors than male and tenured faculty. Academicians earning less than professors perceived greater stress. Faculty who classified themselves as ‘type A’ personalities had more job stress than those who classified themselves as ‘type B’. Full time professors and academicians who had greater departmental seniority had minimum levels of perceived of strains.

\textsuperscript{22} Moffett, M.A., “Implications of Job Stressors are Perceived by Summer Faculty at the University of Iowa (Doctoral Dissertation, University of Iowa, 1983), \textit{Dissertation Abstracts International} 44 (1983) : 3611-A.
Fogelson\textsuperscript{23} Determined to find out the occupational stress and burnout among teachers and administrators in elementary school. He used the Maslach burnout inventory, role questionnaire by Rizzo et al. (1970), a demographic questionnaire and Fogelson. Educator’s survey constructed for this study. The results indicated that emotional exhaustion was present in moderate levels but that depersonalization and feelings of lack of personal accomplishment were low among teachers and administrator. Levels of role conflicts and role ambiguity were also low when compared to establish norms. Other influencing factors were age, grade level taught communication styles and school governance models.

Margaret\textsuperscript{24} Studied the relationship between burnout and sources of stress as perceived by selected bilingual education teachers. She used Maslach inventory and stressful teaching situation questionnaire (part I). In the self-reported rating she identified the prevalence of high, moderate and low levels of emotional exhaustion, depersonalization and personal accomplishments. The responses of all the 190 teachers were further analyzed using multiple regression and Pearson’s ‘r’ correlation. These exhibited that age was significantly and positively related to burnout. Interpersonal relationship, instructional management and administrative


\textsuperscript{24} Margaret, A.V., “The relationship between burnout and sources of Stress and Perceived by selected Bilingual Education Teachers”, \textit{Dissertation Abstracts International} 54: 8 (1994) : 2926 –A.
policies were identified as resources of stress which clearly and significantly explained the variance of all three dimensions of burnout.

Czerniakoeski\textsuperscript{25} Studied the relationship of stress and burnout to coping strategies preferred by public elementary principals in Pennsylvania. In this study he used the administrative stress index (ASI), the Maslach Burnout Inventory (MBI), Rosech Coping Preference Scale (RCPS), and personal data sheet. The responses were analysed and computed for percentage distribution, analysis of variables, Pearson product moment correlations and multiple linear regression analysis. Results indicated moderate levels of stress and burnout in the principles from the administrative constraints such as increased workloads and excessive meetings.

Jacobs\textsuperscript{26} Conducted on experimental study for investigating the self-concept, ideal self-concept body image and movement concept of college figures using actually questionnaires, anthropometric measurement and three questions starts assessing self-minute field test. He concluded that no significant relationship existed between the self awareness valuables and cardio respiratory fitness test result.


\textsuperscript{26} Jane B. Jacobs, “an investigation of self-concept deal self-concept, Body Image and movement concept of college females participating in a ten week jogging program”, \textit{Completed Research in Health, Physical Education and Recreation} 20/1978: 179
Mason\textsuperscript{27} Administered the “How I see myself scale” and unduly physical fitness test on white Indian and Black university women, results indicated that all groups were alike one feelings about themselves than they were different. All had positive feelings about themselves and were above average on physical fitness but physical fitness variable are not related to self-concept.

Bruggeman\textsuperscript{28} In his study the relationship between self-concept and the ability to learn a novel motor skill was examined. 301 and 8\textsuperscript{th} grade female physical education students were given a self-concept test. From those score one group was labeled high and one group was labeled low self-concept. Both group were given an adopted Dyar backward tennis test a measure of their ability to learn a novel motor skill. The initial and final novel motor skill tests of 6 trials were compared. Using the 0.01 level of confidence. It was found that both group improved significantly between their initial and final novel motors skill test. However, there was no significant difference between the 2 groups on the initial novel motor skills test, but the greater gain was with in the high self-concept group.

\textsuperscript{27}W.F.Mason, “An investigation of the relationship between the self-concept and physical fitness of white American Indian and Black women college students” Dissertation abstracts International 40 (September 1979) 1346-A.

\textsuperscript{28} Mary A. Bruggeman, “Relationship between the ability to learn a novel motor skill” Completed Research in Health, Physical Education and Recreation 19(1977): 220.
Sturkie\textsuperscript{29} In his study determined if there was a relationship between self-concept and physical performance among selected college females. For the purpose of this study, self concept was defined as self regarding attitudes consisting of four primary factors: self description, self acceptance, ideal self and discrepancy. These factors were measured by the index of adjustment and perform varied stunts and athletic events. This factors was measured by the Scott motor ability test which consist of the four second dash, the standing broad jump, the basketball throw for a distance, the wall pass and the obstacle race.

The total number of students who completed the listing program was 323 correlation coefficients were computed for the scores derived from the Scott motor ability test and the index of adjustment and values. The result of this study indicated that there was not a significant (0.05 level) linear relationship between physical performance and self concept among the group tested. The result also indicated that there was not a significant (0.05 level) relationship between physical performance and self description. Physical performance and ideal concept and physical performance and discrepancy score.

\footnotesize{\textsuperscript{29} Floyd, Conie Sturkie, “Relationship between Physical Performance and Self Concept” \textit{Dissertation Abstracts International}33:12 (June 1973): 6712-A.}
Young\textsuperscript{30} administered the AAHPER youth fitness test. Tennessee self-concept, scale and questionnaire concerning academic achievement, estimation and perception to grade seventh and ninth boys and girls in his study on relationship amongst achievement physical fitness and self-concept correlation were reported between various subscales.

Clayton\textsuperscript{31} found several low but significant correlation between attitude towards physical activity and some of the personality factors and significant correlation between scores of the personality factors and three of the self-concept variables.

Zacks\textsuperscript{32} studied the self-concept of woman who graduated from college in their early 25 and who is now between the ages of 55 woman, 26 of whom were graduates Harpur College, Ohio and 27 from Mother College. An investigation by means of questionnaires and in-depth interviews of them regarded midlife as a time of revaluation and change which, for their parts generated turmoil and conflict, self concept in its different aspects provided to be a major issue in the participants live during this period.

Health problems or achieving a positive body image” (Cockerham 2000), there can be little dispute that socioeconomics play a significant

\textsuperscript{30} Mary L. Young “Physical fitness estimation of fitness and physical ability and self-concept.” Abstract of Research Papers AAHPER convention Noston (1981): 152
\textsuperscript{31} Diane ekthea Clayton “The Relationship Among Attitude towards physical activity, Personality and self concept” Completed Research in Health, Physical Education and Research 2(1968) : 142.
role in the development of health behaviors. Greater financial and social resources increase the likelihood that individuals will engage in health behaviors thereby generating behavior patterns that translate into a healthy lifestyle and improved well-being. Higher socioeconomic status does not, however, guarantee the integration of health behaviors into lifestyle. Nor does lower socioeconomic status automatically prohibit individuals from embracing health-enhancing behaviors. Given that health behaviors, and the absence of health behaviors, are common among various socioeconomic groups, it becomes clear that factors other than socioeconomic status play a role in the presence or absence of health-related behaviors. Research indicates that dimensions of family life are associated with health and well-being (Litt 2000). The present study examines the relationship between family, health behaviors, and health lifestyle by focusing on family of origin’s health dispositions as a mediating structure. I hypothesize that health-related behaviors are structured by the family of origin’s health dispositions. Specifically, I hypothesize that medical non-adherence, a key health behavior affecting health and well-being, is positively correlated with family of origin health behaviors. University Institutional Review Board (IRB) approval has been granted. Preliminary analysis of the data will take place during spring and early summer 2003.

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33 R. Angelina and M.A. Wittich, “Clustering of Multiple Healthy Lifestyle Habits and
The role of lifestyle in mediating the relationship between socio-economic characteristics and health has been discussed extensively in the epidemiological and economic literatures. Previous analyses have not considered a formal framework incorporating unobservable heterogeneity. In this paper we develop a simple economic model in which health is determined (partially) by lifestyle, which depends on preferences, budget and time constraints and unobservable characteristics. We estimate a recursive empirical specification consisting of a health production function and reduced forms for the lifestyle equations using Maximum Simulated Likelihood for a multivariate probit model with discrete indicators of lifestyle choices and self-assessed health (SAH) on British panel data from the 1984 and 1991 Health and Lifestyle Survey. We find that prudent drinking and not smoking in 1984 have dramatic positive effects on the probability of reporting excellent or good SAH in 1991. The failure of epidemiological analyses to account for unobserved heterogeneity can explain their low estimates of the relevance of lifestyle in the socio-economic status-health relationship. Accounting for unobserved heterogeneity also leads us to conclude that indicators for sleep, exercise and breakfast in 1984 are unimportant for SAH in 1991.  

The construct life style was used by Alfred Adler to describe the characteristic way in which individuals act and think. Followers of his theories are now collecting evidence to support or validate his contentions. The assessment of client life styles serves: (1) to make the client aware of his misconceptions, (2) as a reference point for therapy, and (3) as the focal point of personality change. Thus, the assessment procedure--done one-to-one or in groups--constitutes for Adlerians an important part of therapy. Bringing into awareness the clients misconceptions implies respect for his ability to correct his mistakes; it is a form of encouragement. A counselor, to encourage, must respect the client's right to choose. Adlerians and others think that with proper information the individual will decide more effectively. Ideal thinking and behaving is a function of a healthy interest in others; this is termed social interest. A social interest index is used to measure the extent to which an individual is interested in his fellow human beings. Adlerians are now doing systematic research on the results of life style assessments.35

This study was conducted to determine the reproductive and lifestyle characteristics in a representative sample (n=535) of women in Al Ain, United Arab Emirates, to guide the development of health

programmes for this population with rising affluence. A cross-sectional survey was carried out using the stratified two-stage sampling technique. Although most women were young, were pre-menopausal, did not smoke, reported good health status, and 84% (95% confidence interval, CI, 81-87%) reported being sufficiently active to meet expert recommendations, the prevalence of obesity (defined by body mass index ≥30) was very high (35%; 95% CI 31-39%) and many (28%; 95% CI 24-32%) reported having a chronic disease. The prevalence of obesity was associated positively with age and negatively with education (P<0.001 for both). Postmenopausal women had significantly more chronic diseases, reported poor health more often, were less physically active (P<0.001 for all), and had a higher percentage of body fat (P=0.002) compared to premenopausal women. Health services should emphasize the prevention and treatment of obesity and improving the general health status of postmenopausal women.  

This manual deals with one type of social research called 'needs assessment'. There are many other forms of research used in the fields of recreation, leisure and multiculturalism. Some of the other ways of doing research include: population studies, environmental studies, experimental programs, pilot projects, etc. in this manual we will focus on several

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approaches to studying people's needs. The results of these studies are used to help with the planning and the ongoing evaluation of many different types of programs. Here are five types of needs assessment which are the most common and which are dealt with in the rest of this manual. 37

Recent trends toward increasing physical exercise, stopping cigarette smoking, and avoiding obesity may increase longevity. We analyzed changes in the lifestyles of Harvard College alumni and the associations of these changes with mortality.

Men who were 45 to 84 years of age in 1977 and who had reported no life-threatening disease on questionnaires completed in 1962 or 1966 and again in 1977 were classified according to changes in lifestyle characteristics between the first and second questionnaires. We analyzed changes in their level of physical activity, cigarette smoking, blood pressure, and body weight, and the relation of these factors to mor

Of the 10,269 men, 476 died during this period (which totaled 90,650 man-years of observation). Beginning moderately vigorous sports activity (at an intensity of 4.5 or more metabolic equivalents) was associated with a 23 percent lower risk of death (95 percent confidence

interval, 4 to 42 percent; \( P = 0.015 \) than not taking up moderately vigorous sports. Quitting cigarette smoking was associated with a 41 percent lower risk (95 percent confidence interval, 20 to 57 percent; \( P = 0.001 \)) than continuing smoking, but with a 23 percent higher risk than constant nonsmoking. Men with recently diagnosed hypertension had a lower risk of death than those with long-term hypertension (relative risk, 0.75; 95 percent confidence interval, 0.55 to 1.02; \( P = 0.057 \)), as did men with consistently normal blood pressure (relative risk, 0.52; 95 percent confidence interval, 0.40 to 0.68; \( P<0.001 \)). Maintenance of lean body mass was associated with a lower mortality rate than long-term, recent, or previous obesity. The associations between changes in lifestyle and mortality were independent and were largely undiminished by age. Our findings on death from coronary heart disease mirrored those on death from all causes.

Beginning moderately vigorous sports activity, quitting cigarette smoking, maintaining normal blood pressure, and avoiding obesity were separately associated with lower rates of death from all causes and from coronary heart disease among middle-aged and older men.\(^{38}\)

Suitable measures of health and morbidity are less readily available for children than they are for adults. We present a measure, which is used to describe the impact of impairment and disability on the lives of children with cerebral palsy and their families. The development of this measure involved data collected from 691 children with cerebral palsy contained within the North-East England Cerebral Palsy Register and born between 1960 and 1985. Uniquely, multidimensional scaling techniques were used to derive dimensions analogous with those described in the International Classification of Impairments, Disabilities, and Handicaps. We present the analyses undertaken to test the properties of the tool, which show that it is a reliable and valid measure of the disadvantages experienced by children with cerebral palsy.  

Study assessed the effectiveness of the Student Developmental Task and Lifestyle Assessment (SDTLA) in measuring psychosocial changes from the freshman year through the senior year using longitudinal research design. Results provide evidence of validity for the SDTLA and demonstrate that as a measurement tool, the SDTLA is...
sensitive to changes within individuals across time. (Contains 18 references and 2 tables.) (GCP)  

This study explored the use of complementary and alternative medicine (CAM) approaches and their relationship with demographic and disease characteristics and quality of life (QOL) in the primary brain tumor (PBT) population. One hundred one PBT patients were enrolled in this study. The results showed that 34% of patients reported using CAM. Forty-one percent reported using more than one type of CAM. The average cost of each CAM used per month was $69, with 20% of patients spending more than $100 per month. The majority (74%) reported that their physicians were unaware of their use of CAM. Data analysis found a higher performance status to be the only factor significantly related to use of CAM therapy (P < 0.005). There was no difference in patient report of QOL between users and nonusers of CAM therapies. The high number of patients who do not report CAM use has potential implications for evaluation of symptoms and response to therapy in this population. This may be especially relevant in those patients with higher functional status participating in clinical trials.  

Wachs, M Peter ; Cooper and  L. Diane, “Validating the Student Developmental Task and Lifestyle Assessment: A Longitudinal Study.”, Journal of College Student Development, 2002.  

Quality of life (QOL) is a fundamental consideration for patients with life threatening diseases. Major evolving paradigms are discussed: improved QOL with laparoscopic surgery, the impact on QOL of intraperitoneal chemotherapy for optimally cytoreduced ovarian cancer, combination therapy, sexuality, and survivorship. The goals of treatment for many patients with gynecologic tumors remain largely palliative, and patient reported QOL is the primary outcome determining the utility of treatment. Particularly in this area, QOL endpoints are increasingly important in clinical trials. The QOL issues facing gynecologic cancer patients, the use of validated QOL instruments, recent advances in the evaluation of interventions, and changes in concepts related to QOL are reviewed.  

A new methodology for the evaluation of complementary and alternative medicine (CAM) using individual response to replace randomized controlled trial (RCT) is introduced. Two research projects on “Scientific criteria for the evaluation of CAM” are discussed. The new methodology would be especially useful in the field of psychosomatic medicine.

To prospectively evaluate quality of life (QoL), use of complementary and alternative medicine (CAM), and diet/exercise changes in ovarian cancer patients during the first 6 months following diagnosis.

Patients with newly diagnosed ovarian cancer were enrolled pre- or post-operatively and surveyed at 3 and 6 months. The Functional Assessment of Cancer Therapy (FACT-G), Medical Outcomes Survey (SF-36), and CAM/diet/exercise questionnaires were used. Independent samples t test and repeated measures ANOVA were used.

Forty-two patients underwent surgical debulking and staging prior to chemotherapy. Patients completing the initial surveys post-operatively had significantly lower physical FACT-G and SF-36 physical scores compared to patients completing the surveys pre-operatively. In patients completing the baseline survey pre-operatively, there was a decrease in physical scores at 3 months (after surgery and during chemotherapy). There was no change observed at 3 months relative to baseline when patients completed the baseline survey post-operatively. Increases in physical and functional well-being were seen at 6 months relative to 3 months. There were no changes in emotional or social scores over time. CAM use increased over time; main reasons were to improve QoL and relieve symptoms. Alterations in diet and exercise were not seen.
These data highlight the need to conduct assessments before and after surgery to identify effects due to surgery and/or chemotherapy. Patients may be using CAM during chemotherapy to deal with symptoms and compensate for decreased QoL. Intervention trials should be implemented to increase QoL following surgery and during adjuvant chemotherapy.44

In the older population, the two most prevalent causes of injury, by far, are falls and transport "accidents". These account for 61% and 24% of all unintentional injuries, respectively, in people aged 75 years and over. This project represents six areas in falls injury and a major one in transport injury. The falls injury projects range from basic physiological and biomechanical research aimed at furthering our understanding of human balance, through studies aimed at improving our ability to predict older people at risk of falling, conducting evidence-based interventions to prevent falls in hospital patients and at-risk groups, and developing practical falls screening tools and safer shoes. The transport injury project aims to develop and validate an assessment screen for accurately identifying older drivers who are not capable of safe driving, due to visual, cognitive or sensorimotor impairments. This program of research builds upon 10 years of expert research in older people's injury. The

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program findings have the potential for immediate application, and hold the prospect of having a significant beneficial effect on the cost of health care in Australia. 45

The majority of cancer studies focus on providing treatment that induces remission, and monitoring the survival of the patient. It is becoming more common, however, for researchers to also examine the quality of life that the cancer patient can achieve. Clearly, quality of life is a worthwhile goal in its own right. In a study of 40 patients with lung cancer, it was found that quality of life had a direct impact on survival among unmarried patients. The quality of life of the patients was quantified on the basis of a questionnaire called the Functional Living Index-Cancer (FLIC), which was designed specifically for evaluating cancer patients. The midpoint of the FLIC was determined, and the patient data were analyzed according to whether the patient fell into the high quality-of-life group or the low group. The median survival for the high group was 24 weeks, but the median survival of the patients with the lower quality-of-life scores was only 11.9 weeks. (Median survival means that half of the patients lived longer than the particular period of time and half did not.) Of course, in a study of this sort, superior quality of life could be due to more successful treatment, and therefore the increased

survival could result directly from the treatment and not be the result of the quality of life. However, data analysis was not able to demonstrate any such relationship, indicating that the quality of life was, for these 40 patients, an independent determinant of survival. Curiously, it was found that the quality of life was an independent predictor of survival only for unmarried patients. For married patients, survival was longer than for the unmarried patients, regardless of whether the quality of life scores were high or low. (Consumer Summary produced by Reliance Medical Information, Inc.)

Despite high rates of co-occurring substance use disorder in people with severe mental illness, substance use disorder is often undetected in acute-care psychiatric settings. Because under detection is related to the failure of traditional screening instruments with this population, the authors developed a new screen for detection of substance use disorder in people with severe mental illness.

On the basis of criterion ("gold standard") diagnoses of substance use disorder for 247 patients admitted to a state hospital, the authors used logistic regression to select the best items from 10 current screening instruments and constructed a new instrument. They then tested the

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validity of the new instrument, compared with other screens, on an independent group of 73 admitted patients.

The new screening instrument, the Dartmouth Assessment of Lifestyle Instrument (DALI), is brief, is easy to use, and exhibits high classification accuracy for both alcohol and drug (cannabis and cocaine) use disorders. Receiver operating characteristic curves showed that the DALI functioned significantly better than traditional instruments for both alcohol and drug use disorders.

Initial findings suggest the DALI may be useful for detecting substance use disorder in acutely ill psychiatric patients. Further research is needed to validate the DALI in other settings and with other groups of psychiatric patients. 47

Approximately 12 million persons are enrolled in this nation's colleges and universities. The majority of these students falls within the 18-to 22-year cohort and are often in a position, for the first time in their lives, to make frequent and unsupervised health-related decisions. Since these young adults will continue to make these decisions for the duration of their college careers, the probability that their lifestyles are at least formulated, if not established, during this time is great. The potential

impact, then, of health instruction at such an opportune time for the
development and maintenance of sound health behaviors is perhaps
unprecedented. This article describes the need for research on the health
status of members of this cohort, reviews selected research that focuses
on health instruction and university students, and provides suggestions for
the design of future research.48

The purposes of this study are to describe the quality of life and
cognitive function in school-aged children who have undergone staged
palliation for hypo plastic left heart syndrome (HLHS), and to identify
factors that are predictive of neurodevelopmental outcome in this
population.

School-aged survivors with HLHS who had undergone palliative
surgery at our institution were identified and mailed a questionnaire to
assess subjectively quality of life, school performance, and incidence of
medical complications. A subgroup of local patients underwent
standardized testing of cognitive function and neurologic examination.
These patients were compared with the larger (remote) group of
questionnaire respondents to determine whether results may be
generalizable to the entire HLHS population. Potential predictors of

48Susan Cross Lipnickey, “The Potential for Formulating A Healthy Lifestyle”, European
neurologic and cognitive outcome were tested for their association with test scores using multivariate regression analysis.

Questionnaire results were obtained from 115 of 138 eligible children (83%; mean age: 9.0 ± 2.0 years). Standardized testing was performed in 28 of 34 (82%) eligible local patients (mean age: 8.6 ± 2.1 years). The majority of parents or guardians described their child's health as good (34%) or excellent (45%) and their academic performance as average (42%) or above average (42%). One third of the children, however, were receiving some form of special education. Chronic medication usage was common (64%); the incidence of medical complications was comparable to that previously reported in children with Fontan physiology. Cognitive testing of the local group demonstrated a median full scale IQ of 86 (range: 50-116). Mental retardation (IQ: <70) was noted in 18% of patients. In multivariate analysis, only the occurrence of preoperative seizures predicted lower full scale IQ.

Although the majority of school-aged children with HLHS had IQ scores within the normal range, mean performance for this historical cohort of survivors was lower than that in the general population.49