CHAPTER II

REVIEW OF RELATED LITERATURE

Research has been carried out in different fields from time to time and the knowledge has been accumulating since ages. The review of related literature involves locating, reading and evaluating the researches carried out earlier, so as to get the background and understanding of the recent emerging trends. This helps the researcher to drill deep and reach at the microbase of the work already done. A complete understanding and insight lead the researcher in the right direction and fruitfully further the cause of empirical research towards the key areas yet to be explored.

According to Kerlinger (1978), the underlying purpose of review of related literature is to locate the present research in the existing body of research on the subject and to point out what it contributes to the subject.

The review of related literature enables the researcher to be conversant with the past scenario of research in a particular field and to place the new findings, somewhere on the continuum, perceiving the gaps and lacuna in the concerned field. Brief reference to researches undertaken thus, serve as a pointer to provide a realistic base for the conduct of studies in a comprehensive manner so as to arrive at general conclusions as well as some specific ones, to evolve the research strategy for the utilization of all the available support, to make a piece of research, an instrument of social change and development. The studies related with occupational stress, work motivation and adjustment are presented in this chapter in the chronological order.

Survey of related literature for the present investigation has been collected from various sources like research articles published in educational journals, published books, unpublished M.Phil/Doctoral theses, surveys of educational research, the websites related to educational research and encyclopedias of education.

For the purpose, the investigator visited various libraries of Universities of Northern India like Panjab University Chandigarh, Kurukshetra University Kurukshetra, Punjabi University Patiala, H.P. University Shimla, NCERT New Delhi and NUEPA New Delhi. Nearly 350 studies related to different variables were found
from above mentioned sources and only relevant and related studies have been mentioned in the chapter.

Two important facts have been revealed through the review of related literature.

1. Occupational stress and adjustment are the areas in which work has been done by researchers. A number of studies do exist in these areas. The studies have found the factors responsible for occupational stress among teachers and also the areas of teachers’ adjustment.

2. A little work has been done in the area of motivation and occupational stress among secondary school teachers. Teachers’ working conditions is comparatively a new variable on which very few studies were found. The main focus of present investigation is on teacher’s working conditions, motivation and adjustment for which investigator could not get much studies.

Accordingly, the review of related literature has been organised and presented in the following areas.

2.1 Studies related to Occupational Stress

2.2 Studies related to Teacher’s Working Conditions

2.3 Studies related to Motivation

2.4 Studies related to Adjustment

2.5 Studies on Relationship between Variables

2.1 STUDIES RELATED TO OCCUPATIONAL STRESS

Clark (1980) conducted a study on stress among teachers of Auburn. A sample of 391 classroom teachers was selected. The results of the study found five factors responsible for stress among teachers. These factors were (1) feeling of professional inadequacy (2) principal-teacher professional relationship (3) collegial relationships (4) group interaction and (5) job overload.

Amodio (1981) examined stress related alienation syndrome among urban and sub-urban teachers. The study was conducted on a sample of 181 teachers. The investigator found that 80 percent teachers were suffering from occupational
dissatisfaction and majority hold rather negative attitude toward teaching as a career. The study further found the factors related to stress like teacher-pupil and teacher-administrators’ relationship, pupil characteristics, administrative incompetence and conflict and professional disillusionment and isolation.

Gold (1982) studied the relationship of job stress, life stress and job involvement to teacher absenteeism. The study was conducted on a sample of 295 elementary school teachers in New York. The results of the study found that there was no significant relationship between life stress and teachers’ absenteeism. But a significant relationship had been found between stress related to job and teacher absenteeism. This meant that teachers who were under stress in job situations remained maximum absent from job but this absenteeism was not related to stress in life situations. The study further found a significant relationship between job stress, life stress and teachers absenteeism. This showed that teachers remained absent from work due to stress caused by both job and life situations.

Pandey (1988) carried out research on teacher’s stress. The study concentrated on three points (1) main sources of teacher’s stress (2) effect of various demographic variables on stress and (3) teacher’s manifestation of stress. The conclusions drawn from the findings were (1) Interpersonal relationship with principal, colleagues, students and parents contribute to a great extent in teachers’ stress accompanied by various organisational and job requirements. Too much paper work, high workload, lack of school facilities and closed climate of school was another source of teachers’ stress. (2) Teacher’s stress was resulted from the way teachers emotionally respond to various situations.

Kyriacou and Pratt (1989) undertook a study on school teachers in the North England to study occupational stress and psychoneurotic symptoms. The study concluded that Teachers under occupational stress had shown the symptoms of stress. These symptoms were; inability to relax, feeling of tension, being emotionally and physically strained, sleeplessness, physical and mental tiredness and tension at the end of school days. Teachers dissatisfied from their jobs showed symptoms of ill mental health like; depression, nervous exhaustion and nervous paralysis. Further, the teachers had shown certain measures to cope with stressful situations. These were try to stay calm, sharing problems with others, keeping things in perspectives, avoiding confrontations, praying, being well prepared and relaxing after work.
Punch and Tuettman (1990) investigated the relationship between support found in the work environment and amelioration of teacher stress in Western Australian secondary schools. The stressors identified in the study were (1) inadequate access to facilities (2) lack of colleague’s support (3) student misbehaviour (4) excessive societal expectations. Potential avenues for remedy were cited as (1) support received from colleagues, principals and (2) praise and recognition.

Brown and Ralph (1992) did a major study by British Teacher Union. The study showed that the most common sources of teachers’ stress were: structural change, classroom discipline, heavy workload, lack of resources and poor school management. The study further found that 70 percent teachers experienced occupational stress during the working hours of the job.

Blix (1994) examined occupational stress of secondary school teachers. The study concluded that female teachers experienced more stress as compared to their male counterparts. Ability to work was negatively correlated with stress symptoms. Teachers reported burnouts, stress related health problems, lowered work productivity, inability to cope with stress and job change considerations. Heavy workload was found to be the most common factor of change in job.

Ragu (1994) attempted to study occupational stress among school teachers in relation to their effectiveness and teacher attitude. The study found a negative relationship between stress and teacher effectiveness. Teachers with high level of stress were found to be less effective in teaching than teachers with low level of stress. Teachers under high level of stress possessed negative attitude towards profession, whereas the teachers with positive attitude were found more effective and less stressed in their profession.

Davis (1997) studied occupational stress among school teachers. The study concluded that private school teachers experienced higher level of stress as compared to government school teachers. Public school teachers differed significantly from the private school teachers on the basis of occupational stress. It was further concluded that teachers teaching in bigger size school had shown more occupational stress as compared to small and middle-sized school teachers.
Sbudhi (1997) undertook a study on secondary school teachers of Orissa to evaluate their job stress and burnout. A sample of 100 school teachers was selected for the study. Data were collected with Maslach Burnout Inventory by Maslach, Job Satisfaction Questionnaire by Kumar and interview schedules to reveal teacher stress. The findings drawn out from the study were (1) the main source of teacher’s stress were poor organisational climate, role conflicts, career concerns, role overload, rate of life change and geographical mobility or transfers (2) young teachers experienced high level stress due to concern for career, work overload and poor organizational climate than old aged teachers (3) old aged teachers experienced high level of stress due to role conflicts, rate of life change and transfer than younger teachers (4) teachers working in aided schools experienced higher level of stress than teachers in government schools.

Kaur (2000) reviewed the level of occupational stress of high and higher secondary school teachers in relation to mental health and coping resources. The findings of the study concluded that school teachers had average level of occupational stress. They had average workload and responsibility. Female teachers were found to be more sensitive towards physical stressors as compared to male teachers. Private school teachers were more occupationally stressed as compared to government school teachers. Rural school teachers did not differ significantly from urban teachers on the basis of occupational stress.

Rao and Parthasarthy (2001) investigated the causes and coping resources of occupational stress among teachers. It was concluded from the results of the study that the teachers who were under high occupational stress showed various stress reactions like: disturbance in sleep, lack of concentration, irritability, feeling of helplessness, tiredness and worthlessness etc. The study found the sources of occupational stress as (1) inadequate facilities at work place (2) imposing excessively high self expectations (3) inability to resolve conflicts with colleagues (4) teaching inadequately prepared students (5) repetition in work (6) inadequate salaries (7) high job demands.

Upadhyaya and Singh (2001) examined the occupational stress among college and school teachers. A sample of teachers was selected from 40 government colleges and secondary schools of Bhopal. Occupational Stress Index (OSI) by Srivastava and Singh was used for the collection of data. The findings of the study showed that the
secondary school teachers showed significantly higher level of occupational stress than the college teachers. Poor peer relations were found to be the important cause of occupational stress. School teachers observed work overload as an important cause of occupational stress than college teachers. The significant difference between school and college teachers was found on the basis of factors such as powerlessness and strenuous working conditions. In both the groups of teachers, the occupational stress had reduced their efficacy to work.

Bharathi, Aruna and Reddy (2002) evaluated the sources of job stress among primary school teachers. It was found out from the study that private school teachers experienced job stress in the domain of time demand and job security, whereas government school teachers experienced job stress in the areas of heavy workload, time demand and work environment. Age, income and teaching experience had non-significant effect on job stress of teachers. Administrative problems, workload and depersonalization were found to be the main sources of occupational stress for both private and government school teachers.

Aquib, Javed and Pandey (2003) examined the relationship between occupational stress and basic values of the secondary school teachers. It was concluded from the study that there was a negative relationship between occupational stress and basic values. Occupational stress and basic values contributed equally to teachers’ overall motivation. Occupational stress among teachers was due to lack of positive values in life among teachers.

Misra (2004) noted stress among primary school teachers. A sample of 180 teachers was selected. To collect data Teachers Stress Scale by Mishra was used. Teacher stress was compared among government-private, male-female, trained-untrained teachers and teachers with different educational qualifications and of different teaching experiences. It has been found out from the results of the study that government primary school teachers experienced less stress than private primary school teachers. There was no significant difference between male and female teachers on the basis of occupational stress. Primary school teachers with different educational qualifications and varied teaching experiences differed significantly on the basis of occupational stress. It had been further found that more than 40 percent teachers experienced stress due to students’ factors and teaching learning factors i.e.
lack of teaching aids, lack of promotion, lack of good study habits in students etc. Private primary school teachers experienced distrust, frustration, irritation, backache, indigestion, less appetite, feeling of less respect and monotony in work due to stress.

Kumar (2004) aimed at a study on perceived stress of teachers in relation to job satisfaction and certain personality characteristics. The study was conducted on a sample of 300 teachers from primary, secondary and higher secondary schools. Teachers’ Stress Inventory and Job Satisfaction Scale by Kumar were used for collection of data. The study revealed that the teachers less satisfied from job were more prone to perceived stress than those with average or high job satisfaction. The study further found that the teachers with favorable personality characteristics experienced less stress than teachers with unfavorable personality characteristics.

Hammond and Sykes (2004) investigated occupational stress among school teachers. The study concluded that greater accountability of the teachers and high expectations by the parents and authorities increased the pressure on teachers. Work overload and constraints of time were found to be the main causes of teachers’ occupational stress. Performing more work in less time made teachers highly stressful.

Ghali (2004) undertook a study to investigate the influence of some variables namely subject of teaching, cadre, level of college, type of college and management on the level of stress among women teachers. A sample of 220 women lecturers working at different levels and different types of colleges was selected. The teachers of different categories were examined by the investigator to study the impact of subject of teaching on stress. Science teachers were less stressed as compared to other subject teachers (i.e. arts, commerce and languages). On the basis of cadre of teachers, professors were found under more stress than readers and lecturers. This showed that with high position the level of stress increased. The teachers working in private institutions were highly stressed than teachers working in government institutions.

Pandey (2004) explored relationship between conflict management style and stress among school teachers. The sample of the study consisted of forty primary school teachers. Rahim Organisational Conflict Inventory and Teachers Stress Inventory prepared by investigator were used to collect data. The findings of study indicated significant relationship between conflict management style and stress
among teachers. This meant that excess of conflict resulted in deterioration of cooperation and teamwork that led to stress, frustration and loss of work motivation. The study further showed no significant difference between male – female and trained - untrained teachers on the basis of occupational stress. This shows that teachers’ gender and teaching experience had an equal impact of occupational stress.

Mathew (2005) conducted a study on occupational stress and coping strategies of special educators in South India. The sources causing stress were found as: (1) school structure and climate (2) home/work interface (3) relationship with other people (4) intrinsic job factors (5) low salary (6) job insecurity (7) work overload and (8) high teacher-student ratio. The most common effect of stress on special educators was found as physical and mental health problems. These problems lead to job dissatisfaction among teachers. The study further found the coping strategies for stress as social support, task strategies and home/school relationship.

Haberman (2005) inspected occupational stress and burnouts among school teachers. It was concluded from the study that working conditions, ambiguous role expectations, lack of administrative support, quality of school building, job dissatisfaction, lack of discipline and motivation, depersonalization, lack of participation in decision making etc. were the main causes of occupational stress and burnouts among school teachers.

Sabu and Jangaiah (2005) measured the level of stress and adjustment of secondary school teachers in Kerala. The Adjustment Scale of Teachers developed by PVSR Raju and Teachers’ Stress Scale by DVVK Raju were used for data collection. The results of the study showed that teachers with high adjustment experienced low level of stress and the teachers under high level of stress had low adjustment. Female teachers were under high stress as compared to their male counterparts. Teachers who were above 45 years experienced high stress. Teachers having post graduate degree experienced less stress than their corresponding group of teachers. The length of experience had no effect on stress among teachers.

Kochar and Khetarpal (2006) carried out research on stress, job satisfaction and locus of control among permanent and temporary college teachers. The sample comprised college teachers working in different colleges of Yamunanagar, Jagadhari, Kurukshetra, Chandigarh and Panchkula. Presumptive Stress Life Event Scale by
Singh was used for study. The findings of the study showed a negative relationship between stress and job satisfaction. To that teachers with high level of stress had low job satisfaction. Permanent teachers showed less stress than temporary teachers. This means that permanent teachers had less stress and more job satisfaction, on the contrary temporary teachers showed high stress and less job satisfaction. The investigator further found the factors responsible for job stress. These were the behaviour of some superiors, work place problems like lack of rooms, too long timetable, lack of space and equipment required for practical work and professional jealousy of some colleagues.

Kaur (2006) conducted a study of job satisfaction, occupational stress and value dimensions as correlates of teacher effectiveness. The study was conducted on a sample of 1000 secondary school teachers of Punjab. Occupational Stress Scale prepared by the investigator was used for collection of data. It was found that the whole group of government secondary school teachers was under high level of occupational stress. The highly effective and less effective teachers were differed significantly on the basis of occupational stress. Less effective teachers were found to have higher level of occupational stress. On contrary to that more effective teachers had lower level of occupational stress. A negative correlation was found between teacher effectiveness and occupational stress. So, with the increase in occupational stress among teachers their effectiveness got amply reduced.

Annaraja and Joseph (2007) undertook a study on interpersonal relationship and stress coping ability of teacher trainees. Interpersonal Relationship Scale by Hall (1987) and Stress Coping Ability Scale prepared by the investigator were used for the collection of data. The findings of the study revealed that a significant difference was found among teacher trainees of various subjects on the basis of stress coping ability and their interpersonal relationships. Teacher trainees opting practical subjects were more cooperative to each other than teacher trainees with theoretical subjects. No association was found between teacher trainees from various optional subjects and their stress coping ability.

Chand and Monga (2007) analysed the correlates of job stress and burnout among university faculty. A sample of 100 faculty members from different academic
disciplines from two universities of Himachal Pradesh had been taken. Maslach Burnout Inventory and Faculty Stress Index by Gmelch were used for collection of data. The findings of study showed a significant positive relationship between stress and locus of control. Teachers with internal locus of control experienced less stress than the teachers with an external locus of control. Further it had been found that teachers with high social support experienced less stress than teachers with low social support. A negative relationship existed between stress and job involvement. Teachers with high job involvement experienced less stress than their counterparts with low job involvement. Professors experienced more stress than assistant professors. With high status and increased responsibilities the level of stress among professors had increased.

Shukla (2008) studied stress and burnouts among secondary school teachers in relation to their teaching effectiveness. Sample was drawn from eleven secondary schools of greater Bombay. From these schools 93 secondary school teachers were taken. The Maslach Burnout Inventory (M.B.I.), Teaching Stress Survey of Mishra, Teaching Effectiveness – Teachers’ Self Evaluation Rating Scale of D’ Silva were used for the study. The findings of the study showed that teaching effectiveness and burnout were related due to intensity and frequency of emotional exhaustion. The study further showed that no significant relationship had been found in teachers’ stress and teaching effectiveness on the basis of qualification, teaching experience, subjects taught, type of school and age of teachers.

Kaur (2008) explored relationship between occupational stress and teacher effectiveness among secondary school teachers. A sample of 1000 government secondary school teachers was selected from four districts, Ludhiana, Patiala, Muktsar and Mansa of Punjab. Data were collected with the Teacher Effectiveness Scale by Kumar and Mutha and Occupational Stress Scale prepared by investigator. It was found out that highly effective teachers differ significantly on the basis of occupational stress. Teachers under high occupational stress were found as less effective. To that teachers under less occupational stress were found more effective. The study further showed that female teachers experienced higher level of occupational stress than their male counterparts.
Kaur (2008) studied occupational stress among teacher educators. A sample of 300 teacher educators was randomly selected from colleges of education affiliated with Panjab, Punjabi and Guru Nanak Dev Universities. The Occupational Stress Scale constructed by the investigator was used for collection of data. The findings of study concluded that (a) private college teacher educators were significantly under higher level of occupational stress than the government aided college teacher educators (b) the female teacher educators were found more occupationally stressed than the male teacher educators (c) a significant difference was found between the rural and urban teacher educators. The rural teacher educators were found to have higher occupational stress than urban teacher educators.

Chopra and Gartia (2009) assessed the accountability of secondary school teachers in relation to their occupational stress. Data were collected from 120 teachers belonging to both private and government secondary schools. Occupational Stress Index by Srivastava and Singh and Teachers’ Accountability Scale constructed by investigator were used. The results of the study concluded that occupational stress among secondary school teachers had a negative impact on their accountability. Teachers who were less occupationally stressed were more accountable towards their job. The factors responsible for stress were role overload, role ambiguity, role conflict, group and political pressures, powerlessness, poor peer relations, low status and strenuous working conditions that prevent the teachers from being accountable in their profession 2. a significant difference was found in accountability of male and female secondary school teachers. Female teachers were more accountable toward their job and were less stressed as compared to male teachers 3. no significant difference had been found out in accountability and occupational stress of private and government secondary school teachers. Thus teachers from both types of schools were equally accountable toward their job.

Aftab and Khatoon (2010) aimed to determine the relationship of occupational stress with demographic differences among secondary school teachers. The sample of the study consisted of 608 teachers from 42 schools of Uttar Pradesh. The Teachers’ Occupational Stress Scale was used for collecting data. The results of the study concluded that (a) nearly half of the secondary school teachers experience less stress towards job (b) male school teachers possess more occupational stress than their female counterparts (c) the trained graduate teachers were found to have higher
occupational stress than post-graduate and untrained teachers (d) teachers with more teaching experience possess high occupational stress than teachers with less teaching experience.

Kaur (2011) conducted a study on occupational stress among teachers in relation to socio-demographic factors. The sample consisted of 250 teachers randomly selected from the colleges situated in Punjab affiliated to Panjab, Punjabi and Guru Nanak Dev Universities. Data were collected by using Occupational Stress Index by Srivastava and Singh to measure the extent of occupational stress among teachers. The findings of the study showed that private college teachers were significantly under higher level of occupational stress than teachers working in government colleges. Results according to the terms of the appointment showed that the teachers working on contract basis were found to be under higher level of occupational stress than regular teachers. Further it had been found that female college teachers experienced high occupational stress than their male counterparts. Teachers working in urban colleges were less occupationally stressed than teachers working in rural colleges.

Cooper and Kelly (2011) searched for occupational stress among head teachers. For the purpose, a sample of 2638 head teachers of primary and secondary schools was selected from UK. The results of the study concluded that as teachers moved from higher education level to secondary and primary sector, their level of stress increases; it results into job dissatisfaction and mental ill health. Female head teachers showed significantly greater job dissatisfaction than their male counterparts. Male head teachers showed more signs of mental ill health than female head teachers. Work overload and handling relationships with staff were identified as main sources of occupational stress among head teachers due to which they were dissatisfied from their job and suffered ill mental health.

Eres and Atanasoska (2011) designed a study to determine occupational stress among Turkish and Macedonian teachers living in different socio-cultural and economic situations. A sample of 416 Turkish teachers and 213 Macedonian teachers were taken for the study. The findings of the study concluded that Turkish teachers were significantly different from Macedonian teachers on the basis of occupational stress. Turkish teachers have mild level of stress whereas Macedonian teachers have
moderate level of stress (b) Turkish male and female teachers differ significantly on the level of stress while no significant difference has been found in the level of stress between male and female Macedonian teachers. Turkish male teachers were under higher level of stress as compared to female teachers.

Anbuchelvan (2012) studied the relationship between occupational stress and job satisfaction of high school teachers. A sample of 60 school teachers included 36 male and 24 female teachers was selected for the purpose of data collection. Occupational stress was assessed with the help of Occupational Stress Inventory by Joseph and Dharmangadan. The results of the study showed that there was a significant difference between male and female high school teachers with regard to occupational stress but no significant difference was found between male and female high school teachers on the basis of job satisfaction. The study further indicated that there was a positive correlation between occupational stress and job satisfaction among high school teachers. This reveals that reduction in occupational stress leads to higher job satisfaction and on the contrary increase in occupational stress resulted in less job satisfaction.

Chaudhry (2012) investigated university teachers’ level of occupational stress based upon their age, gender and type of organization. It was found out from the study that (a) There was no significant difference in stress level of male and female university teachers (b) No significant difference had been reported in stress level of public and private sector university faculty members.

Lath (2012) examined occupational stress among teachers of privately managed government schools in relation to age, gender and teaching experience. To collect data, Occupational Stress Inventory by Osipow and Spokane was used. A sample of 200 teachers was taken for the purpose. The following conclusions were drawn out from the study were (a) government school teachers with more age showed more stress as compared to their counterparts of younger age. But no difference had been found in occupational stress of private school teachers on the basis of their ages (b) male government school teachers were having little more stress than their female counterparts. While in case of private school teachers, there was no significant difference in occupational stress of male and female school teachers.
Ranu and Goel (2012) conducted a study on stress among teacher trainees in relation to their home environment. A sample of 600 teacher trainees was selected randomly from various educational institutions of Punjab state. Bisht Battery of Stress Scales and Mohite Home Environment Inventory by Mohite were used for collection of data. The results of the study showed no significant difference between rural and urban teacher trainees on the variable of stress. The study further showed that male and female teacher trainees were differed significantly on the variable of stress.

Grewal and Mallhi (2012) reviewed job stress and mental health of elementary school teachers. Data were collected from a sample of 680 elementary school teachers randomly selected from different schools of Punjab state. Occupational Stress Index by Srivastava and Singh and Teacher’s Mental Health Scale by Kaman and Gupta were used for collection of data from school teachers. The findings of the study showed that the relationship between job stress and dimensions of mental health was negative but significant. It indicated that the teachers who were more stressed had less concerned about their personal well being, were chronically anxious, more disabling symptoms, lack of capacity to establish constructive relationship, had less capacity to cope with ordinary demands and stress of life and a low level of mental health.

Pabla (2012) studied professional college teachers of Punjab state to evaluate their level of occupational stress. A sample of 200 teachers from professional colleges of Punjab was taken for the study. The sample was included teachers with teaching experience 2 to 15 years, working on ad-hoc or permanent basis, teaching in rural or urban schools. The research study concluded that (a) there was no significant difference between male and female teachers on the basis of occupational stress (b) teachers working on ad-hoc basis were significantly different from permanent teachers employed in professional colleges on the basis of occupational stress. Teachers on ad-hoc were under higher level of occupational stress than permanent teachers (c) Urban college teachers were significantly different from rural college teachers. Teachers working in rural colleges were comparatively under high occupational stress.

Sreenivasulu and Kumar Reddy (2012) investigated the impact of mental health and stress on teacher effectiveness of high school teachers. A sample of 320 teachers working in government and private high schools was randomly selected.
Stress Scale by Srivastava and Singh, Mental Health Scale by Jagadish and Srivastava and Emotional Intelligence Scale by Thingujam and Usharam were used for the purpose of data collection for study. The results of the study revealed that (a) there was no significant impact of mental health and stress on teacher effectiveness (b) a significant impact of emotional intelligence was found on teacher effectiveness i.e. higher the emotional intelligence better will be teacher effectiveness (c) a significant interaction between stress among teachers and their emotional intelligence was found on teacher effectiveness.

Mehra and Kaur (2012) made an attempt to study occupational stress among secondary school teachers of Chandigarh. The study was conducted to compare government and private secondary school teachers of different academic streams viz. languages, mathematics, sciences and social sciences. A sample of 600 secondary school teachers was selected from Chandigarh. Occupational Stress Index by Srivastava and Singh to measure occupational stress among teachers was used for collection of data. Results of the study revealed that (a) government school teachers exhibited more occupational stress than private school teachers. Teachers working in government sector exhibited higher scores on dimensions of occupational stress such as role overload, role ambiguity, role conflict, unreasonable group and political pressure, under participation, poor peer relations, low status and unprofitability than private school teachers (b) teachers belonging to various academic streams viz. languages, mathematics, sciences and social sciences exhibited comparable perceptions related to different dimensions of occupational stress.

Antoniou, Ploumpi and Ntalla (2013) investigated the levels of occupational stress and professional burnout among primary and secondary teachers. A sample of 388 teachers teaching in public schools in Attica was taken for study. Maslach Burnout Inventory by Maslach and Jackson, Teachers’ Occupational Stress by Antoniou and Polychnori and Stress Copying Strategies Scale by Cooper, Sloan and Williams were used for the purpose of data collection. The findings showed that primary school teachers experienced higher level of stress as compared to secondary education teachers. Female teachers were under higher level of occupational stress and lower personal accomplishment than male teachers.
Jeyaraj (2013) conducted a study to determine the occupational stress of government and aided higher secondary school teachers in Madurai district of Tamilnadu. An Occupational Stress Scale constructed by the investigator was used for data collection. A sample of 185 aided school teachers and 120 government school teachers was selected. The results of the study revealed that aided school teachers were under high level of occupational stress than government school teachers. Highly stressed teachers were less satisfied from their job, reported greater frequency of absences, were more likely to leave teaching profession and less likely to take up a teaching career again. Lack of interaction, time pressure for completing syllabus, social status, heavy workload, poor working conditions and mutual co-operations were the major sources of high occupational stress among teachers.

Reddy and Anuradha (2013) examined the relationship of emotional intelligence, occupational stress and job performance of higher secondary school teachers. A sample of 327 higher secondary school teachers from Tamilnadu was randomly selected. The study revealed a negative correlation between occupational stress and emotional intelligence. A negative correlation has been found between occupational stress and job performance of higher secondary school teachers. Performance of high occupationally stressed teachers was poor as compared to low occupationally stressed teachers. Emotional intelligence was positively correlated to job performance. High emotionally intelligent teachers were found better in their work performance than less emotionally intelligent teachers.

2.2 STUDIES RELATED TO WORKING CONDITIONS

Weiss (1999) carried out research on perceived workplace conditions and teachers’ morale, career choice commitment and planned retention. The study had found that teachers’ salary, size of class, teachers’ perceptions of professional working conditions- such as administrative support, availability of necessary materials and participation in decision making were the most significant predictors of beginning teachers’ morale, career choice commitment and plans to stay in teaching profession.

Chopra (2003) conducted a study on working conditions of primary school teachers in Haryana. A sample of 180 teachers randomly selected from 40 primary schools was chosen for the study. The conclusions drawn out from the findings of
study were (a) working conditions of teachers teaching in urban schools were better as compared to the rural areas in respect of separate toilet facility for males and females, availability of the services of group IV employees, electric fans, play materials, textbooks and reference books. Teachers working in rural schools have more workload in terms of size of class, number of classes and the time devoted on non-academic work (b) An appreciable number of teachers working in rural schools spent 1-2 hours daily in commuting to the school (c) Lack of well defined transfer policy created tension and anxiety among teachers (d) teachers were found satisfied with the social climate of the schools in which they were working.

Pascual (2003) studied job conditions, coping and wellness/health outcomes in Spanish secondary school teachers. The sample consisted of 198 Spanish teachers working in public secondary schools of Alicante. The Job Demand Control Social Support (JDCS) model by Johnson & Hall and Karasek & Theorall to provide theoretical framework for the study and specific instruments to measure job conditions and coping were applied for the purpose of collection of data. The results of the study concluded that (a) There exist a significant relationship between job conditions and its effects on wellness/health. (b) With reference to job conditions, coping strategies and wellness/health outcomes, the female teachers reported less emotional and more avoidance coping strategies. They showed lower levels of depersonalization than their male colleagues.

Erjem (2004) measured working conditions of school teachers in Istanbul and concluded that a significant percentage of public high school teachers working in Istanbul did not feel committed to their work places due to working conditions prevalent at schools. Teachers were dissatisfied with school administration, physical conditions of schools, crowded classrooms, lack of equipment, finance and heavy workload.

Kremer (2004) undertook a study on teacher’s absenteeism in India. The study was conducted on 20 Indian states covering 3700 schools. The results of study showed that working conditions were directly related to teacher retention. The study concluded that 25 percent of teachers in government primary schools were found absent during surprise visits and only about half were teaching in schools. Nearly 15 percent teachers in Maharashtra, 21.7 percent in Haryana, 34.4 percent in Punjab and
41.9 percent in Jharkhand were found absent during unannounced visits to schools. It has also been found that aged, more educated and more experienced teachers as well as male teachers were significantly more absent than younger, less educated, less experienced and female teachers. Schools with better physical infrastructure, closer to paved roads and inspected recently had teachers less likely to be absent from job. The study showed that better infrastructure was significantly associated with lower teacher absence. The existence of toilets for teachers, an electricity connection, a library, covered classrooms and non-mud floors were included in infrastructure that motivated teachers to be present and perform duties well. School closer to paved road and schools inspected recently had maximum number of teachers present on their duties.

Agrawal and Jain (2004) aimed at studying the factors influencing effectiveness of secondary schools of Delhi. The results of the investigation found that the physical facilities were the most important factor of teacher effectiveness as availability of good facilities like appropriate teaching-learning material; libraries, laboratories etc. provided a conducive environment for teaching and learning.

Bauer (2007) accounted for working conditions, adverse events and mental health problems of German teachers. A sample of 949 teachers was taken by applying General Health Questionnaire and the questionnaire covering different aspects of the occupational burden and threatening school associated events. The findings of the study showed a significant impact of working conditions and adverse events on mental health of teachers. Teachers working on regular or contract basis were burdened with over workload. Furthermore, teachers were confronted with a considerable number of negative, threatening experiences from both parents and pupils. Nearly 30 percent teachers showed significant mental health problems due to misbehavior by pupils and heavy workload.

Lahuffman and Jackson (2009) investigated the impact of working conditions on teachers’ turnover in low performing schools in North-Carolina. A sample of 1350 teachers from 47 low performing schools of North- Carolina was chosen for the study. The findings of the study showed that the schools with lower teacher turnover rates were positive about their working conditions as compare to schools with high teacher turnover rate. Teachers were more satisfied in the schools that were clean, having proper space for teachers to work effectively and physically sound with technology.
that allow them to work properly. Supportive leadership and professional development was the most significant factor for the teachers working at low performing schools in North Carolina. The results of the study provide evidence that teachers were sustained and successful in their work and more likely to remain in teaching, when their schools provided an array of supports.

Jain and Agrawal (2011) conducted a study on the availability of different resources and the condition for school buildings in Indian schools. The sample of 1105 schools from 65 districts were chosen from four states- Assam, M.P., Rajasthan and Tamilnadu representing the Eastern, Central, Northwestern and Southern regions of the country. The findings of the study showed that (a) out of total sample, 40 percent schools had poor conditioned buildings (b) it had been found that about 60 percent primary schools had blackboards, maps, drinking water, first aid kit, school library and sports field but many schools did not have separate toilets, electricity connection, staff room, sitting places and writing places (c) electricity was not available to 63 percent primary schools as in most of the rural areas no electricity connections were provided (d) about 50 percent students in primary schools of Assam were studied in poor conditioned buildings, not having electricity, insufficient writing and sitting places. Computers were like a distant dream for these schools (e) the investigation had found a high correlation between total number of school resources and different dimensions of education. Higher the number of resources, higher the emphasis on students’ academic achievement, professional satisfaction of teachers, perceived teacher status, staffs’ vision of school objectives, teachers’ level of education and perceived students’ motivation. The schools which were better resourced have lesser problems of repetition of grades by students and teachers’ complaints of students’ misbehavior. Comparatively poorly equipped schools had low emphasis on students’ achievement, motivation and had lesser satisfaction of teachers and more complaints of behavior problems.

Shadreck (2012) measured the conditions associated with teachers and teaching in rural Zimbabwean communities. Data were collected from 80 teachers and 20 school heads of rural secondary schools of Gokwe district. The study established that the conditions that negatively influenced the delivery of quality education were poor socio-economic background, lack of basic infrastructure for teaching and learning, the problem of attracting and retaining qualified teachers in rural area
schools, poor funding and limited resources. Furthermore, poor salaries of teachers, inadequate accommodation, limited career and professional development opportunities and poor working conditions were cited as obstacles to quality and effective teaching.

Shome (2012) reported as per Education Commission (1964-66) recommendations about teachers’ conditions of work and service. The report recognized the importance of prevailing stimulating conditions of work and adequate opportunities for professional advancement in educational institutions. It had been found that the creative work like teaching and research could retain teachers for a long term. The report had classified the suggestions in terms of conditions of work and conditions of service. These included infrastructure and systematic issue in which minimum facilities in the classroom, essential teaching aids, library and laboratory facilities, manageable pupil-teacher ratio; environment encourages initiative, experimentation and creativity, adequate freedom to teachers in the organization of their course and in the use of most suitable methods and techniques. The report had recommended to secure professional growth of teachers through refresher courses, seminars, publication, library service and proposed increase in remuneration of teachers as trigger to move towards higher professional efficiency of teachers.

Johnson, Kraft and Papay (2012) made an attempt to study the effects of teachers’ working conditions on their professional satisfaction and students’ academic achievement. The sample of the study consisted of 25135 classroom teachers and other school based education professionals such as guidance counselors and school psychologists, working in 1142 Massachusetts public schools. The results of the study found an apparent relationship between teacher’s satisfaction and student’s demographic characteristics. The conditions in which teachers have to work matter most to them and their students. It had been found that teachers were more satisfied and plan to stay longer in the schools that had positive work context, independent of student’s demographic characteristics. The specific elements of the work environment that matter most to the teachers were the social conditions like the culture prevalent in school, the principal’s leadership and relationship among colleagues- that predominate in predicting teachers’ job satisfaction and career plans. The study had also revealed that teacher’s satisfaction to job contributed to improve student’s achievement. It was evidenced from the results of the study that favourable conditions
of work predict higher rates of students’ academic growth irrespective of similar demographic conditions of school. This revealed that teachers working in good work environment resulted in high academic achievement of students without considering their demographic conditions.

Jagannadh (2013) conducted a study on professional satisfaction and working conditions of teacher educators. A sample of 132 teacher educators working in different colleges was selected for the study. For the purpose of data collection the Professional Satisfaction and Working Conditions Inventory was developed and standardized by the investigator himself. The findings of the study showed that (a) the inter-dimensional relationship between professional satisfaction and working conditions was not significant (b) the male and female teachers educators were not differ significantly in terms of professional satisfaction and working conditions (c) teacher educators below and above 30 years of age were not differ significantly in terms of professional satisfaction and working conditions (d) teacher educators having income below and above one Lakh were not differing significantly in terms of professional satisfaction and working conditions.

2.3 STUDIES RELATED TO MOTIVATION

Mehta (1977) undertook a study on college teachers to evaluate their work motivation in relation to institutional climate. Teachers were selected from a sample of 122 colleges. The findings of study showed a positive and significant relationship between teacher’s work motivation and institutional climate. Teachers having good institutional climate were more motivated to work as compared to teachers working in poor institutional climate.

Dutta (1987) studied teachers’ motivation to work and its impact on pupil likings and achievement. A sample of 48 school teachers was taken for study. The findings of study showed that school teachers possessed either average or higher levels of work motivation. High and low motivated teachers differed significantly in pupil’s likings. Highly motivated teachers had more impact on pupil’s likings for subject and for teachers as compared to less motivated teachers. High and less motivated teachers were found to have no impact upon pupil’s achievement.
Mittal (1988) studied teacher’s motivation to work and its relationship with organisational climate. The findings of the study showed a significant difference in the motivation of private and government school teachers. Teachers working in private schools were significantly more motivated to work than their counter parts working in government managed schools. The study further showed no difference in the motivation of male and female teachers. Teachers’ motivation to work was positively related to organizational climate. Teachers having good organizational climate were highly motivated and on the contrary the teachers were less motivated in poor organizational climate.

Das (1988) designed a study on job satisfaction and job motivation of school teachers in relation to their age, gender, qualification, environment and type of school in Cuttack district. A sample of secondary school teachers was selected for study. The findings of study showed that highly motivated teachers were highly satisfied in their job. Out of total sample, 92 percent of rural and 24 percent of urban school teachers were positively motivated and satisfied toward their job. It had been found that there was no significant difference in motivation of trained and untrained teachers. These both categories were equally motivated and satisfied with work. Nearly 77.6 percent government and 25.33 percent privately managed school teachers were highly motivated and satisfied toward job. It showed that government school teachers were highly satisfied and motivated than private school teachers.

Wasima (1989) assessed work motivation of school teachers. The study concluded that the motivation among primary school teachers was above the limits of average. This meant that primary school teachers were highly motivated toward job as compared to secondary school teachers. The study further found that public school teachers were highly motivated as compared to government school teachers due to organisational climate prevailing there.

Pandey (1990) explored the relationship between teacher morale and dimensions of organizational climate. The study was conducted on a sample of 500 teachers. The findings of the study showed a close relationship between teacher’s morale and the climate of school. Healthy and open climate of school enhanced the morale of teachers and motivated them to do their best in their profession, which, in turn, increased the achievement level of students. Closed climate affected the morale of teachers that hampered their teaching with the result that the whole teaching learning process got adversely affected.
Prakash (1992) investigated work motivation among school teachers. The study was conducted on a sample of 600 school teachers of Delhi. It has been found out that the teachers possessed average or above average levels of motivation to work. Teachers on the basis of gender, age and teaching experience were found to be significantly related to their motivation to work. The findings of the study showed that (a) female teachers had significantly higher level of motivation to work than male teachers (b) Teachers younger in age possessed high work motivation than teachers older in age (c) Teachers having teaching experience up to 10 years was more motivated to work than teachers having more than 10 years teaching experience. The study further showed that teachers’ status, qualifications and family income had no differential influence on their motivation to work. Teachers working in urban schools, private unaided schools displayed higher levels of motivation to work than the teachers working in rural areas, private, aided or government managed schools. It had been found out that highly motivated teachers were more satisfied towards job than low motivated teachers. Job satisfaction of teachers exhibited significantly positive association with motivation to work.

Mittal (1992) examined teacher’s motivation to work and some factors associated with high and low work motivation of teachers viz. their job satisfaction, personality factors, school organization, climate and pupil likings. The study had encompassed different types of schools and various categories of teachers. The findings of the study showed that female teachers having ten years teaching experience were highly motivated to work than male teachers. Status, qualification, family income of teachers had no impact on motivation to work. Teachers working in urban areas, unaided schools, in girls or co-educational schools were highly motivated to work than those working in rural areas, government schools and schools meant for boys.

Srivastava and Krishna (1994) conducted a study on work motivation and job involvement of school teachers. The study was conducted on 100 male and 100 female school teachers. The data were collected by using Employees Motivation Schedule by Srivastava and Job Involvement Scale by Kapoor and Singh. It was found out from the study that male and female teachers differed significantly with regards to the level of work motivation and job involvement. The male teachers were found to be comparatively highly motivated than female teachers especially by their
needs for good achievement, competition, self-actualization and autonomy, monetary gains and self control. But no significant difference was found between male and female teachers with regard to their level of motivation generated by the need for personal growth, non-financial gains and social affiliations. The study further found that the teachers who did not have financial incentives were motivated by psychological incentives, such as personal and professional growth, competence, improvement and recognition.

Khan (2003) observed work motivation among teachers and teacher performance in senior secondary schools. A sample of 250 government senior secondary school teachers was selected. For collection of data Work Motivation Questionnaire by Aggarwal and Teacher Effectiveness Scale by Kumar and Mutha were used. The results of the study concluded that male teachers were not significantly different from female teachers on the basis of their work motivation. Male teachers were found better than their counterparts with respect to three dimensions of work motivation namely dependence, work group relations and psychological work incentives. There was no significant difference in the work motivation of teachers with different age groups. Further, no significant difference was found between teachers having high or low work motivation with respect to pupil’s achievement. Highly motivated teachers were significantly differing from low motivated teachers with respect to teacher effectiveness. Highly motivated teachers were more effective than low motivated teachers.

Chand (2005) evaluated work motivation and job satisfaction of physical education teachers teaching in high schools of Himachal Pradesh in relation to existing sports facilities. A sample of 300 physical education teachers was taken for study. Work Motivation Scale by K.G. Aggarwal and Job Satisfaction Questionnaire by Kumar and Mutha were used for collection of data. Work motivation of teachers was compared on dimensions dependence, organisational orientation, work group relation, material incentives, and job situation components. The findings of study showed that job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities. The study further showed that teachers posted in lower level sports facility schools possessed high work motivation compared to the teachers working in average level of sports facilities schools.
Richard (2005) undertook a study on secondary school teachers in order to find motivational factors as predictors of work attitude. 706 secondary school teachers from Nigeria were selected for study. The investigator assessed the relationship between teachers’ motivational indices and work attitude and concluded that motivational indices and work attitude were not related to each other. Teachers’ motivational indices did not predict their attitude towards work. Economic motivational factors were not related with secondary school teachers’ attitude to work. A significant relationship was found between non-economic motivational indices and work attitude. This means that teachers possessed higher attitude towards work with the increase in non-economic motivational indices like personal and professional growth, student’s academic achievement.

Suslu (2006) aimed to study motivation of elementary school level teachers. The results of the study concluded that the factors related to demotivation among teachers were unreasonable demands of administrators, discouraging team spirit, neglecting rewards and financial problems. Intrinsic motivation was found as prior factor in teacher motivation and job satisfaction. Internally motivated teachers were highly satisfied than less motivated teachers.

Mustafa and Othman (2010) analysed the effect of motivation on teacher’s work performance in senior high schools of Indonesia. A sample of 327 teachers from state senior high school of Indonesia was randomly selected. The results of the study revealed that (a) a significant positive correlation has been found between work motivation and work performance. That means with increase in teacher’s motivation higher will be the work performance and the reverse as well (b) Teachers with medium levels of motivation had medium level of work performance. This revealed that teachers were motivated to teach students but these teachers were not fully committed in improving their quality and responsibility as teachers (c) While comparing on the basis of gender it was found that female teachers were highly motivated towards work and had high work performance than their male counterpart (d) Teachers having work experience of four to nine years were highly motivated and showed high work performance. While teachers having sixteen to twenty five years of experience have low motivation and exposed less work performance.
Sabhapathy (2010) studied work motivation of teachers in relation to transformational and transactional leadership behaviour of college principals. A sample of 450 teachers of government, private-aided and private un-aided degree colleges of Bangalore were taken for the study. The results of the study revealed that (1) A positive correlation has been found between work motivation of degree college teachers and transformational and transactional leadership behavior of principals. (2) Work motivation of degree college teachers was significantly different as per the leadership behavior of their principals. Teachers whose principals showed high leadership behavior were more motivated than teachers whose principals showed low leadership behavior.

Takupiwa, Herbert and Nhamo (2012) examined the differences in motivation levels of urban and rural school teachers in Zimbabwe. Purposive sampling technique was used to select respondents. The findings of the study indicated major disparities in respect of teacher motivation in rural and urban areas. Teachers in rural areas were more poorly motivated and dissatisfied with their living and working conditions than their urban counterparts. Low salaries, limited opportunities for promotion, growth and poor management systems exhibited in rural areas. On the other side urban schools were better equipped and teachers got an additional allowance. They got opportunities for favourable promotion and growth than their rural counterparts.

### 2.4 STUDIES RELATED TO ADJUSTMENT

Bhatt (1974) aimed at a study on adjustment and job satisfaction of school teachers. A sample of 1600 secondary and primary school teachers from Gujarat was taken for study. The conclusions drawn out from the findings were 1. adjustment of school teachers was significantly related to their job satisfaction. Highly satisfied teachers were more adjusted than less satisfied teachers 2. primary school teachers were more adjusted than secondary school teachers 3. female teachers of primary and secondary schools were highly adjusted and more satisfied towards job than their male counterparts. 4. It had been shown that teachers working in rural schools were more satisfied and adjusted toward job than urban school teachers 5. teachers having 20-24 years of age showed more satisfaction towards job than teachers having 35-44 years of age 6. unmarried teachers were better adjusted towards job conditions than married teachers. Married male teachers showed maladjustment but marriage had no
impact on adjustment and job satisfaction of female teachers. Teachers served throughout in one school were found to be quite satisfied and adjusted than those who had served in four or more than four schools.

Martha (1979) made an attempt to study work adjustment of vocational education teachers. The study was focusing on vocational needs, job satisfaction and job success. A sample of 180 secondary school teachers from three vocational areas: business, home, economic and industrial education was selected. The findings of study showed that women teachers with more years in present teaching positions and more teaching experience had high work adjustment than their male counterparts. The study further showed that teachers who were dissatisfied from their jobs were less adjusted than satisfied teachers.

Goyal (1980) conducted a study on teacher educators to find the relationship between attitude, job satisfaction, adjustment and professional interests of teacher educators in different categories. The study was conducted on a random sample of 100 teacher educators. The findings of the study showed a significant relationship between job satisfaction and occupational adjustment. The teacher educators satisfied in their jobs were found to have better adjustment in that occupation than less satisfied teachers.

Mishra (1984) undertook a study on teachers’ personality adjustment in relation to their professional attitude. A sample of 200 private and government secondary school teachers was taken for the study. Bell’s Adjustment Inventory by Mohison was used for collection of data. The results of study showed a significant relationship between personality adjustment and professional attitude. Teachers’ with positive professional attitude had high personality adjustment. A well adjusted personality of the teacher, relieved of and free from all unnecessary tensions, felt satisfaction with profession.

Gill (1990) assessed adjustment of physical education teachers. Teacher Adjustment Inventory by Mangal was used for collection of data. A sample of 406 teachers including 234 males and 172 females was taken. The findings of study showed that successful teachers belong to higher socio-economic status were more creative and better adjusted in their job than less successful teachers. The study further showed that male physical education teachers were better adjusted and more original than female teachers.
Saroha and Joshi (1993) surveyed on school teachers to evaluate their social adjustment, self-concept and socio-economic status. A sample of 200 government high school teachers was selected for study. Data were collected by using Social Adjustment Inventory prepared by the investigator. The study found that male school teachers were not significantly differed from female teachers on the basis of social adjustment. A significant relationship was found between socioeconomic status and social adjustment of male and female teachers. Teachers having high socio-economic status were socially more adjusted than teachers with low socio-economic status. The study further showed a close association between self concept and social adjustment of male and female teachers. Teachers with high self concept were highly adjusted in society than teachers with low self concept.

Gill (1998) attempted to study values of school and college teachers in relation to their job satisfaction and adjustment. It was found that different group of teachers had different adjustment patterns with regard to academic, professional and financial areas of adjustment. The level of adjustment of male and female school teachers was significantly related to their job satisfaction. The male and female teachers more satisfied in their job were better adjusted than less satisfied teachers.

Watson (2002) accounted for the adjustment and satisfaction of teachers in their second year of service in relation to school staffing and the quality of education. A sample of 1322 teachers was selected for study. It had been found that teachers were well adjusted to school. The level of satisfaction was moderate to very high for over 80 percent of teachers. The responsible factors for teacher’s job satisfaction were relations with staff, pupil qualities, personal achievements etc. The findings further showed that adjustment and job satisfaction were significantly related to professional commitment and staff support. Teachers more satisfied and well adjusted in job were more committed to their profession.

Balasubramanian and Meenakshisundaram (2003) studied work adjustment among post graduate teachers. A sample of 100 post graduate teachers working in higher secondary schools was selected. Teachers’ adjustment to work was measured by using teacher adjustment inventory developed by Mangal. Adjustment level of Teachers was measured on the basis of gender, subject, employment, type of management, locality of school and type of school. It was found that there was no
significant difference in work adjustment of arts and science subject teachers. No significant difference was found between government and aided school teachers on the basis of adjustment. The study further showed a significant difference in the level of adjustment of female and male teachers. Female postgraduate teachers were found to be more adjusted to their work as compared to their male counterparts.

Dave and Kulshrestha (2004) assessed adjustment of teachers working in primary schools. The teachers were compared on personal, professional and social dimensions of adjustment. The sample of the study was drawn from the parameter of 187 teachers working in primary schools situated in rural and urban areas of Agra. Data were collected with Teachers’ Adjustment Inventory by Mangal. The findings showed that the teachers working in primary schools were normally adjusted. The teachers seemed satisfied or very satisfied with their personal, professional and social life. The study further showed that urban school teachers were differed significantly from rural teachers on different levels of adjustment. The urban teachers seemed least adjusted in social life and better adjusted in professional life than their rural counterparts. The rural teachers were highly adjusted in social life, better in personal life than their urban counterparts but were least adjusted in professional life.

Yadav (2004) made an attempt to study adjustment level of secondary school teachers. A sample of 100 secondary school teachers was selected for investigation. Adjustment of secondary school teachers was measured by Mangal Teacher Adjustment Inventory (MTAI short form) developed by Mangal. The results of the study revealed that (a) no significant difference has been found between male and female secondary school teachers on the basis of adjustment (b) adjustment of rural school teachers did not differ significantly from urban school teachers.

Malik and Malik (2006) conducted a comparative study of adjustment of senior secondary school teachers. A sample of 100 school teachers was randomly selected on the basis of gender, locality, experience and marital status. Mangal Teacher Adjustment Inventory by Mangal was used. The conclusions drawn out from the study were as 1. a significant difference was found between male and female school teachers on the basis of adjustment. Male teachers were better adjusted than their female counterparts 2. a significant difference in adjustment level of rural and urban school teachers was found. Rural school teachers were better adjusted than their
fellow teachers from urban areas. Married teachers differed significantly from unmarried teachers. Unmarried teachers had better adjustment than married teachers. More experienced teachers were not significantly differed from less experienced teachers on the level of adjustment. A significant difference was found between government and government aided school teachers. Government school teachers were better adjusted than government aided school teachers.

Sharma (2007) carried out research on adjustment of teacher trainees in relation to their social intelligence. A sample of 200 teacher trainees from district Barnala and Moga was selected. School Adjustment Inventory by Sinha and Social Intelligence Scale by Chadha were used for collection of data. The findings of study showed a correlation between adjustment and social intelligence. A significant difference was found in the adjustment level of male and female teacher trainees. But no difference was found among male and female trainees on the basis of social intelligence. This showed that socially intelligent female teacher trainees were well adjusted than male socially intelligent trainees. The study further found a significant difference among teacher trainees belong to science and arts stream on the basis of adjustment. Teacher trainees belong to science stream were more adjusted than teacher trainees of arts stream.

Kaur (2008) studied adjustment of teacher trainees in relation to their value dimensions. The study was conducted on a sample of 300 teacher trainees selected from district Ludhiana and Moga. The data were collected by using Adjustment Inventory by Mittal and Value Test Scale by Ojha. It had been found that adjustment was positively related to theoretical, aesthetic and social values but economic and religious values were negatively related with adjustment. It was further concluded that highly adjusted and less adjusted teacher trainees differ on the basis of different dimensions of values. Highly adjusted teacher trainees were found to have high theoretical values than less adjusted teacher trainees. Highly adjusted teacher trainees were differed significantly from less adjusted on the basis of economic values. A significant difference was found between highly adjusted and less adjusted teacher trainees on the basis of aesthetic, social and political values. Trainees high on aesthetic and social values were more adjusted than less adjusted teacher trainees. Religious values had no effect on the adjustment of teacher trainees.
Pal (2009) undertook a study on primary school teachers to study core teaching skills in relation to their adjustment and self-concept. 208 primary school teachers were selected randomly on the basis of gender, type of school and professional qualification. The findings from the study showed that (a) adjustment of primary school teachers was not significantly correlated with core teaching skills and self-concept (b) primary teachers of private schools and Sarvodaya Vidyalayas were differed significantly in their adjustment. Sarvodaya Vidyalayas’ primary school teachers showed better adjustment than private school teachers (c) the adjustment level of male teachers was significantly different from female primary school teachers. Male teachers were better adjusted than female teachers (d) primary school teachers on the basis of professional qualifications were not significantly different in their adjustment.

Husain (2011) aimed to study the influence of intelligence on adjustment of teacher trainees of Indore. A sample of 119 teacher trainees of Indore was taken. For collection of data Raven’s Standard Progressive Matrices Test by Raven and Mittal’s Adjustment Inventory by Mittal were used. The findings of the study were: (a) Home adjustment, college adjustment and total adjustment were significantly related with intelligence of teacher-trainees (b) Home adjustment of male teacher trainees was significantly related to intelligence and in case of female teacher trainees, college adjustment was found to be significantly related with intelligence (c) Female teacher trainees were found to be more intelligent and better adjusted as compared to male teacher-trainees.

Raju and Ramesh (2011) explored the relationship between creativity and adjustment among residential school teachers in Vizianagaram district of Andhra Pradesh. A sample of 191 residential school teachers from Vizianagaram district was selected. Data were collected with Teacher Creativity Scale by Undurthy and Teacher Adjustment Measurement Tool by Pakalpati. The results of study revealed that a significant and positive relationship existed in creativity and adjustment of school teachers. Significant differences had been found between male – female and rural–urban school teachers on the basis of creativity and adjustment. It had been found that teachers aged below forty years were significantly differed on the basis of creativity and adjustment than the teachers aged above forty years. Teachers having teaching experience below 15 years were significantly different from teachers having above 15 years teaching experience on the variables of creativity and adjustment.
Goyat (2012) carried out a study in government primary schools of district Jhajjar to know the gender, demographical and educational impact on teachers’ adjustment behavior. The sample consisted of 100 primary school teachers from Jhajjar district. Mangal Teacher Adjustment Inventory by Mangal was used for collection of data. The results of study revealed that (a) Male government primary school teachers did not differ significantly from female government primary school teachers on the basis of their adjustment (b) No significant difference has been found in adjustment of rural and urban government primary school teachers.

Saini (2012) investigated the adjustment pattern among primary school teachers in relation to their demographical variables. A sample of 100 primary school teachers of Faridabad district was selected for data collection. Teacher Adjustment Inventory by Pandey was administered on the selected sample. The results of the study concluded that no significant difference was existed between male and female teachers in relation to their home and social adjustment, ethical adjustment and total adjustment. But a significant difference had been found between male and female teachers in relation to their health adjustment, economic and institutional adjustment. It showed that female teachers have significantly higher economic and institutional adjustment as compared to male teachers. No significant difference had been found between government and private or public school teachers in relation to their health, home and social adjustment, institutional, ethical, economic and total adjustment. Thus, dimensions of adjustment had no impact upon types of schools among teachers.

Malhotra and Suman (2012) attempted to study adjustment of secondary school teachers in relation to their demographic variables. A sample of 200 secondary school teachers was randomly selected. Bell Adjustment Inventory was used to measure adjustment level of secondary school teachers. The findings of the study shown that (a) there was a positive relationship between adjustment and age of secondary school teachers. Aged teachers were more adjusted than younger teachers (b) a significant positive relationship had been found between adjustment and teaching experience of secondary school teachers. Teachers with more teaching experience were better adjusted than less experienced teachers.
Rizvi (2012) conducted a study on class level wise professional adjustment of teachers. A sample consisted of 792 teachers employed in Lucknow, Allahbad, Jaunpur and Sitapur districts were taken for study. To evaluate the status of professional adjustment of teachers Manual on Teachers’ Professional Adjustment was used. The analysis of study revealed that there was no significant difference in professional adjustment of teachers working in different schools of different cadres. The study concluded that level of class had no effect on professional adjustment of teachers.

Mishra and Yadav (2013) made an attempt to study job anxiety and personality adjustment of secondary school teachers. A sample of 60 secondary school teachers was randomly selected from Khargone district of Madhyapradesh. Job Anxiety Scale by Srivastava and Personality Adjustment Inventory by Sharma were used for collection of data. The findings of the research study had shown no significant difference in the job anxiety and the personality adjustment of secondary school teachers in relation to gender and types of teachers. It had been described that teachers in terms of gender and types faced similar criteria to adjust themselves in relation to occupational, social, health and educational environment.

Pandian (2013) carried out research on adjustment and anxiety of B.Ed student teachers in Puducherry. A sample of 486 student teachers studying in Puducherry was selected. Adjustment Inventory by Srivastava and Tiwari was used for collection of data. The results of the study revealed that there was a significant difference in adjustment between BC and SC & ST communities among B.Ed student- teachers. No significant difference has been found between male and female teacher- trainees in terms of their home adjustment.

Sharma (2013) did a study on adjustment among high school teachers in relation to their faculties and gender. A sample of 160 teachers from both science and humanities group was chosen for study. The study showed that male and female teachers did not differ significantly on the level of adjustment. Teachers belonged to science and humanities group did not differ significantly on the basis of adjustment. Interaction of both gender and faculties also found no significant effect on adjustment.
2.5 STUDIES ON RELATIONSHIP BETWEEN VARIABLES

Sharma (2000) studied adjustment, job satisfaction and job stress of physical education college teachers of Himachal Pradesh, Punjab and Chandigarh. A sample of 400 physical education teachers was selected and data were collected by using Teacher Adjustment Inventory by Mangal. The findings drawn from the study showed no significant difference among physical education teachers with regard to academic and general college environment adjustment. Teachers working in colleges of Punjab and Chandigarh were found better adjusted than teachers working in colleges of Himachal Pradesh. It was further found that job stress was negatively related to various dimensions of adjustment viz-professional relationship adjustment and personal life adjustment. Teachers under stress were less adjusted in professional relationships and also found problems in their personal life adjustments. Hence, teachers under stress were not able to make professional and personal adjustment in their life.

Black (2003) reviewed teachers’ stress in relation to their working conditions. It has been found out that the factors caused job stress among teachers were poor physical environment, crowded classrooms, noise level, lack of resources and facilities, students with low ability and low motivation, increased workload, behavioural problems of pupils, low salary, lack of professional regard, paperwork, time pressure, low status, too many duties not related to teaching, changes of educational policies, taking work to home, covering lessons for absent teachers, a growing shift of responsibility from family to school, sources relate to the relations with pupils-parents-school principals-colleagues and sources related to the role of the teacher.

Younghusband (2005) explored relationship between teacher’s perceptions of stress and their working environment. A sample of 16 high school teachers from Newfoundland was taken for study. The findings of study revealed that teachers perceive their working environment stressful due to workload, unrealistic time demands, inadequate administrative support, lack of freedom to work, disruptive behavior of students. Teachers considered them helpless and lost interest in job. Teachers felt that they get no opportunity for their professional development.
Acar (2006) carried out research in Sweden about teacher’s working conditions and revealed that the reasons related to poor working conditions responsible for stress among teachers were work overload, low salary levels and social status, class size, lack of resources, the problems of substitute teachers, extracurricular activities, increase in administrative duties, evaluations, documentation and paperwork and lack of opportunities for professional development. The study had found that about 35,000 teachers left teaching because of low salary and increasing stress levels.

Rani (2009) measured adjustment of senior secondary school teachers in relation to occupational stress. A sample of 120 teachers from senior secondary schools was selected. Mangal Teacher Adjustment Inventory by Mangal and Occupational Stress Scale by Srivastava were used for collection of data. The following conclusions were drawn out from the study (a) adjustment of senior secondary school teachers was negatively related to occupational stress (b) no significant difference was found in the level of adjustment and occupational stress of male and female senior secondary school teachers (c) a significant difference was found between government and private school teachers on the basis of adjustment and occupational stress. Teachers working in government schools were found to have low occupational stress and more adjustment than the teachers working in private schools.

Ozturk (2011) aimed to compare the perceptions of working conditions and job stress among Turkish and Swedish school teachers. The working conditions factors cause occupational stress among teachers were found as physical environment and resources, workload and time pressure, changes in education policies, relations with colleagues, role conflict, low salary and school structure. Turkish teachers found low salary, relations with students and their psychological and social well being, unconcerned, uninterested parents were responsible working conditions factors causing stress. While Swedish teachers found more paper work, administrative duties, take work to home due to less time responsible working conditions factors that made them stressful.

Uvwavi (2011) examined working conditions and their relationship to the level of motivation of pre-school teachers. A sample of twenty five teachers from public and private pre-schools was taken for study. It has been found out that
teacher’s motivation affected due to poor work environment. 75 percent teachers have complained about no appointment letters given to them and never been promoted. Job insecurity and low salary was the main reasons for job dissatisfaction among pre-school teachers that affect their motivation.

Khatal (2011) explored the relationship between occupational stress and family adjustment of primary school teachers. Data comprised a sample of 50 primary school teachers of Akola Takula. To measure occupational stress among school teachers, Occupational Stress Index by Srivastava and Singh was used. The results of the study revealed no significant difference between male and female teachers on the variable of occupational stress and family adjustment. Comparison among male and female teachers was made on the basis of occupational stress and family adjustment. The results indicated that male and female teachers possessing low occupational stress were well adjusted in their family than the teachers possessing higher occupational stress.

From the review of literature related to variables, it has been concluded that

(a) There are many sources of occupational stress among teachers. Studies by Brown and Ralph (1992), Subudhi (1997), Rao and Parthasarthy (2001), Chopra and Gartia (2000) found that sources of occupational stress among teachers were heavy workload, poor working conditions, conflicts with colleagues, high job demands, inadequate salaries, lack of facilities in the institution, role ambiguity etc. These sources cause occupational stress among teachers and impair their effectiveness. Research studies showed that private school and college teachers are under high occupational stress as compared to teachers working in government institutions. Teachers with more teaching experience were less stressed and can cope up with stress easily as compared to less experienced teachers. It is further concluded from the studies that female teachers experience higher stress than male teachers.

(b) Working conditions are closely related to teachers’ professional satisfaction, mental health and job retention. Teachers working under poor work environment could not justified their performance, they remain under stress and sometimes frequently changed their job or left the profession. Research studies by Johnson, Kraft and Papay (2012) concluded that working conditions were directly related to teachers’ professional satisfaction and students’ achievement. Contented
teachers can persuade students in their higher academic growth. Research studies by Jain and Agrawal (2011), Shadreck (2012), Shome (2012) and Jagannadh (2013) investigated that lack of basic infrastructure, poor salaries, inadequate accommodation; limited professional development opportunities negatively influence the delivery of quality of education on the part of teachers. Appropriate work environment including better infrastructure, adequate teaching learning material and availability of basic needs enhance teachers’ work efficiency and their satisfaction towards job.

(c) The factors motivating teachers by Sinha and Prasad (1985) were found as desire to continue education, possibility of doing well to the country, fondness of teaching, security of job and parent’s wish fulfillment. Male teachers were highly motivated to work than female teachers. Motivation is related to organizational climate, job satisfaction and work performance of teachers. In healthy and open organizational climate teachers were highly motivated and satisfied towards job. They perform well at work place (Mittal, 1988; Pandey, 1990; Chand, 2005; Mustafa and Othman, 2010).

(d) Adjustment is related with job satisfaction, self concept and teaching attitude of teachers (Martha, 1979; Mishra, 1984; Saroha and Joshi, 1993; Gill, 1998; Watson, 2002). Teachers, more satisfied from their job were better adjusted than less satisfied teachers. Teachers with high self concept and positive attitude towards teaching were highly adjusted towards job than teachers with low self concept and negative attitude. Gill (1998) and Malik (2006) found that male teachers are more adjusted to work than female teachers. Teachers in rural areas are more adjusted than urban teachers.

(e) The review on relationship between variables reveals that (a) working conditions are related with occupational stress. Teachers were found stressful in poor work environment. The factors found stressful are heavy paper work; relations with colleagues, low salary, inadequate administrative support and disruptive student’s behavior etc (Black, 2003; Younghusband, 2005; Acar, 2006; and Ozturk, 2011) (b) teachers under high occupational stress were having less adjustment than low stressed teachers. Teachers under stress were not able to adjust in personal and professional life (Rani, 2009; Khatal, 2011).
Summarizing the review of related studies on the variable of occupational stress, it can be concluded that occupational stress is extensively studied with a number of social psychological variables. As stated in foregoing pages many studies explored relationship of working conditions, motivation and adjustment with many factors, but a very few studies have been done to find out the relationship of working conditions and adjustment with occupational stress. No study has been found to have relationship of teacher’s motivation with occupational stress. This emphasizes the need of the study.