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REVIEW OF RELEVANT LITERATURE

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Review of studies of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature”. “Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication”. “Practically all human knowledge can be found in books and library. Unlike other animal they must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavor.

2.2 REVIEW OF RELEVANT LITERATURE

Mental health is the adjustment of the individual to himself and the world at large (Bernard, 1961). Mental health implies a satisfactory relationship to one’s self and to one’s environment (Rogers, 1957). Adjustment on the other hand is the harmonious relationship between one individual and his/her environment (Gates and Jersild, 1948; Arkoff, 1968). These psychological constructs ultimately shape one’s personality that is essential to understand one’s self-concept. In this light teachers’ mental health and adjustment are of primary concern to understand the development of their self-concept.

Teaching profession involves stress for which mental health and adjustment problems are quite common to most of the teachers (Mangal, 1978). Therefore, it may be very difficult to remain mentally balanced always, still then man’s attempt is always on because he has to adjust to the environment in the best possible way otherwise it will lead him to frustration. Hence, researches are only confined to identification of causes as well as factors affecting mental health and adjustment problems of teachers. No study has yet attempt to establish a
predictor-criterion relationship between these three variables taking mental health, and adjustment as predicting variables and self-concept as the criterion variable.

Fuller (1969) had a longitudinal study of five years on teacher personality and teaching behaviour over a sample of 174 prospective teachers. The collected data were analyzed to assess the effect of psychological feedbacks on teacher preparation, personality and behaviour. Feedback received students exhibited more self-confidence than those who did not receive any feedback. This study indicated that self-concept of teachers is influenced by some factors.

Self-concept of male and female teachers had been compared in the following studies. Yanoff (1976) tried to correlate speech proficiency and self-concept of teachers. The sample received the Tennessee Self Concept Scale. The result revealed that prospective female teachers had more adequate self-concept than the prospective male teachers. It also revealed a significant difference between self-concept of various groups of teachers. Similarly, Garrett (1977) while examining the relationship of locus of control, teacher attitude, teacher effectiveness and self-concept, got significant difference between the perception of both male and female teachers. The study found female teachers in possession of higher concept of self than the male teachers.

Relationship between self-concept and teacher effectiveness were the subject of experiment in the following studies. Easterly (1983) studied the perception of outstanding elementary school teachers about themselves and their profession. Outstanding elementary teachers with brilliant records of teacher effectiveness were selected for this purpose. Careful analysis of data revealed that self-concept of teachers was one of the major criteria of their effectiveness. Similarly Darr (1990)’s study on teacher characteristics had remarkably obtained the result that self-concept of teachers was one of the important factors which affect their classroom transaction. The most favored teachers were those teachers who had higher sense of self-perception and exemplary qualities and this ultimately affected teachers’ morale as well as teaching efficiency.

Lee (1992) also conducted a study on ‘the relationship between Oklahoma Home Economics Teachers’ Self-concept and their classroom interaction’. For this purpose questionnaires were mailed to 310 teachers selected randomly. But the analysis of data revealed no significant relationship between age, years of
teaching experience and total enrollment with self-esteem of teachers. However it has found a positive and significant relationship between teachers’ self esteem and their classroom interaction. The higher the self-esteem the more was their interaction. Similarly, Tassew (1992) observed significant influence of the interaction effect of intelligence, attitude towards teaching and self-concept of teacher-trainees in Ethiopia.

Flood (1991) compared self-perceptions of 44 graduate interns at the University of Bridgeport and 49 under graduate seniors at Southern Connecticut State University and Western Connecticut State University in teacher preparation programmes. The Self-perception Inventory was utilized to obtain the desired data. It is seen that the two groups differed significantly about themselves with regard to self-concept as person, maturity as person and maturity as teacher, professional commitment as person and as ideal teacher as well as self-esteem as ideal teacher.

Furthermore, Myers (1992) attempted to determine whether there exists a significant difference in the self-concept of different teachers. The Tennessee Self-concept Scale (TSCS) was used as the tool of data collection for this study. A total of 808 teachers responded to this study. Data analysis indicated a significant difference between different groups of teachers in regards to their self-concept. Eligible teachers were found to have lower self-esteem than the Career Level teachers. The t-test for independent sample for mean total self-esteem indicated that there was a significant difference in the total self esteem of male and female teachers. This study found female having a higher self esteem than the males.

Wu (1994) conducted an investigation on teachers’ perceptions of empowerment, job satisfaction, and organizational commitments. 1114 teachers of 39 Public Schools in Pennsylvania were selected as sample of this study. Pearson product-moment correlation coefficients, multiple regressions, and analysis of variance results indicated that teachers’ perceptions of empowerment were significantly related to their perceptions of job satisfaction while gender and education level were found to have weak relationship with teacher’s job-satisfaction. It was also found out that self-efficacy and professional growth subscales were statically significant predictors of teachers’ perceptions of job satisfaction (F-2, 524=190.91, p<.001)
Similarly, Brenan et al (1996) compared teachers on the basis of their gender. It tried to find out influence of teachers on their students in connection to their sense of self-efficacy. It had attempted to study whether gender plays a significant role in teachers’ sense of efficacy. The result showed that women teachers had a better sense of self-efficacy in bringing about desirable changes in their students than the male teachers. Thus, as per this study female teachers have higher level of self-concept than the male teachers.

The problem of adjustment and mental health are inseparably bound up with the problem of personality. Therefore, Hsieh (2000) in a different type of study on teachers’ computer self-efficacy observed that personal backgrounds like gender, degree(s) achieved etc. tend to make subjects experience high computer anxiety and/or low computer self-efficacy. High computer anxiety tends to a poor coping strategy in problem solving, support seeking and self-adjustment. It had indicated that self-concept is related with mental health and adjustment.

Very recently Lawrence (2005)’s study on teacher self-esteem observed self-esteem to be quite common in this profession since most of the teachers suffered from stress and low self-esteem problem. Stress and self-esteem were also found related, as usual, in this investigation.

Sharma (1981) in a differential study on self-concept, personality adjustment and values of teachers at various levels, with 702 samples and using Bhatnagar’s Self-concept Inventory (1969) had the following revelations. Though teachers did vary significantly on different dimensions of self-concept, sex had no role to pay along these dimensions. But, females were found to be more emotionally unstable than their counterparts.

Mittal (1989)’s exploratory study on teachers’ motivation to work and its relationship with the organizational climate of the schools found out that sex of the teacher had no significant influence on teachers’ motivation to work. Further it was found out that the teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more esprit and more humanized thrust dimensions of the school organizational climate, were found to be more work-motivated.

In contrast of this, while identifying ‘the relationship of teaching efficiency with self-concept, job-satisfaction and scholastic competence of teachers’ Samal
(1999) with a sample of 352 teachers got the following results. Self-concept of teachers did vary between different sub sample groups. Male sample of this study was found to be in possession of significantly better self-concept than the females. Teacher’s self-concept as a teacher is accountable to his/her teaching efficiency. But, Mohan (1975), found out females in possession of better self-concept than males in their studies.

Self concept of one individual is core to his/her personality and development of a righteous self-concept is very much essential for the development of personality. Mental health as the index of mind predominantly touches upon the affective domain of one’s personality (Anand, 1992). Therefore, factors associated with the personality of teachers should be taken into account for assessment of mental health of teachers.

A group of teachers in England surveyed by Kyriacou and Sutcliffe (1977) revealed that stress is inevitable in this profession and work experiences due to it can have detrimental effect on teachers, students as well as the entire learning environment. If unnoticed stress can even lead to a decrease in performance, health injury and long-term absence from work. Multiple regression analysis of data was used to establish a relation between level of stress and sources of teachers’ stress in urban, suburban, and rural middle schools. Both of them found out that teacher stress is borne out of the demands on the individual as a teacher. This ultimately leads to adverse mental health consequences. Further, noisy pupils, too much work load, inadequate salary etc. were identified as significant sources of teachers’ stress.

In a longitudinal survey on college and university professors engaged in teacher education Blanchard (1982) found that almost all teachers face mental health problems. This study was conducted for three years over a sample of 31,857 professors at 656 colleges and universities. Findings based on the data collected by administration of Mental Health Self Rating Scale revealed that about one-fourth (1/4) of the Professors of Education were neurotic; an estimated one-fourth (1/4) may be labeled as having character disorders; another one-fourth (1/4) regarded as socially maladjusted; about one-eighth (1/8) were regressionists since they appeared to thrive and enjoy doing the things they did years ago; and the rest one-eighth (1/8) shared mental or emotional disturbances from time to time and their conditions rarely called for hospital care or a visit to
the psychiatrist. Therefore, this study had suggested that higher education institutions would take steps to address the mental health problems among teacher education faculty, including adoption of measures like Emotional Screening Test for prospective faculty.

Even over fifty percent (50%) of the teachers in Bruno’s (1983) study on ‘equal educational opportunity and declining teacher morale’ felt that teaching could be demanding both to their physical and mental health. A relatively large amount of teacher absenteeism detected in this study as a result of stress.

Nieminien (1984) had a study entitled ‘Teachers’ perception of mental health, its relationship to their mental health and to changes thereof. Both 76 middle-aged and 87 advanced teacher trainees participated in this study. Mental health and social adaptation were surveyed with thematic interviews, psychological measuring tests and statements regarding job satisfaction. Ultimately differences were found in the perceptions of teachers. The middle-aged teachers regarded mental health issues with more psychological understanding and emphasized more the psychological and biological etiology of health than did the teacher trainees. Cultural influences as well as maturation were the major variables found responsible for differences in perception of mental health. Influence of maturation played a larger part in the perception of mental health by the middle-aged while cultural influences played a dominant part in case of teacher trainees.

Effect of some intervening variables has been highlighted in the study of Russell et. al. (1987) in regards to stress, burnout etc. This attempt examined effects of job related stressful events and social support on burn out among teachers. Teachers of Iowa confirmed that teacher characteristics like age, sex and grade level taught are the predictors of teacher burnout.

Borg and Falzon (1989) conducted a study on ‘stress and job satisfaction among teachers of primary schools in Malta’. A number of dimensions of teacher stress are observed in this study. The major factors causing stress are too large class size, irrelevant syllabus, poor infrastructural facilities, promotional lag, inadequate salary, lack of good recognition, poor relationship with colleagues, heavy work load etc. which ultimately influence job satisfaction of teachers.

Christensen (1991) had attempted to identify the indicators and factors of teacher morale in selected schools of Utah. Analysis of data of 1052 school
teachers and 5265 school patrons revealed that teacher morale on a personal level was higher than portrayed in the public media, elementary level teachers possessed higher morale than others; and state Wide morale could be influenced by increased salary, lowered class load, better parent support and more professional treatment of teacher.

Further, Wilhite (1991) had analysed stress and burn out and its impact on the lives of teachers and children. This study had tried to trace the same in both the psyche and spiritual levels. It had suggested that more the stress the more is the illusion and talent is related to one’s level of stress and burn out. In another study Andrews (1991) tried to correlate stress, job satisfaction and burn out over different types of teachers. The major findings of this study had revealed that teachers differed significantly as far as their levels of stress and burn out are concerned but teachers’ job satisfaction did not show any relationship to their stress or burn out. However years of teaching and age of the teachers found to be negatively related to burn out level in case of one group of teachers.

Burn out, locus—of-control and mental health of teachers in the Eastern province of Kenya was the subject of investigation of Kamau (1992). Major objectives of this study were- (i) to study the level of burn-out, locus of control and mental health of teachers; (ii) to study the differences in these variables due to sex, school location, experience, qualification and marital status; and (iii) to study the relationship of mental health with burn-out and locus of control. The researcher had developed a Mental Health Scale to be used over a sample of 385 teachers along with other tools. The study found- male teachers to be capable of coping with stress more than the female teachers; the trained, married and internally controlled teachers were found to be more concerned with well being, were less anxious, less emotionally over extended and more competent than their counterparts. Thus it had generalized that mental health of male teachers was much better than those of the females. Likewise, trained, and married teachers were mentally sound in comparison to their counterparts.

Phichaiprome (1999) also conducted a similar study to investigate the five factors that influence mental health of teachers, at Lamphun. Questionnaires were administered over a population of 80 teachers working at four Lamphun Municipal Schools. The research instrument comprised of five parts- 46 items. Reliability of the data collected was 0.94. This attempt revealed that factors like
the working practice, administrator and personal aspect had marked influence upon mental health of teachers, whereas the inter correlation with colleagues and families had marginal influence. Further, irrespective of sex, marital status and qualification it had been concluded that all the factors had remarkable influences on the teachers as far as mental health was concerned.

In a qualitative research work on ‘teacher stress in a low-trust society’ Troman (2000) observed the followings. Self-concept is always related to level of stress and it has an adverse impact on one’s personal as well as professional life. It is a widespread feature of work in teaching and intensification of teachers’ work is eroding positive staff relationship. That’s why unsatisfactory relationship with colleagues, head teachers, parents, inspectors etc elicit hostile emotions teachers and appear to be a source of stress in teaching. This study had further revealed that changing trust relation in high modernity are shaping the social-relations of low-trust schooling which ultimately is affecting teachers’ professional relationships.

Forlin (2001)’s unique study was on 571 Queensland’s primary school teachers who were involved with ‘including a child with a moderate or severe intellectual disability’ in their regular classrooms. This study aimed at investigating potential stressors for these teachers. Analysis of the responses to the Teacher Stress and Coping Questionnaires (TSC) had shown female teachers reporting greater stress than their male counterparts in connection to coping with classroom issues. Similarly increase in years of formal training had observed reduction in stress.

Likewise, most of the teachers reported significantly higher level of job related stress in a study conducted by Chan (2002) on prospective Chinese teachers. It again revealed that social support plays an important role in reducing the stress level. It moderated the influence of stress on distress. Therefore high-stress/ low-support group of teachers was found to be most vulnerable one in this study.

Ben-Ari, et al (2003) conducted a study entitled ‘Differential effects of Simple Frontal versus Complex Teaching Strategy on teachers’ stress, burnout and satisfaction’. This study revealed experience of different degrees of stress level by the teachers as per their use of the strategies chosen for the study. They found out that use of Complex Teaching Strategy was connected to lower levels
of stress as well as burn out and to higher level of satisfaction in comparison to the use of Simple Strategy.

Similarly, Young (2004) had the casual comparative study on occupational stress among Psycho-educational teachers of Georgia’. It had found out that perception of teachers in regards to staff development opportunities and administrative support were significantly related to their occupational stress.

Since, factors associated with mental health, if not streamlined properly can lead to mental hazards, the following doctoral level study of Dasgupta (1965) had attempted to identify the factors associated with mental health of teachers. This was an analytical survey of the emotional difficulties of secondary school teachers. This study tried to find out causes of emotional difficulties experienced by teachers in their school life. The sample of 1000 male and female teachers revealed the followings. Experience of teachers was related to their emotional problems. In addition to other relevant causes lack of vision for good setting and proper motivation for teachers towards teaching profession were the major causes of emotional difficulties of teachers.

Role of stress had been cited in Misra (1986)’s study on meaning in life. stress and burnout in 345 teachers of 9 secondary schools of Calcutta. This study found out that meaning in professional life was derived primarily from psychic rewards obtained from task-related outcomes; Age difference was found significant with regard to stress of teachers while sex difference was significant on the burnout variable. Again, both stress and burnout were found positively related with regard to emotional exhaustion and depersonalization.

In another study, Singh (1989) had attempted to identify the factors influencing burn-out of teachers. For this purpose the data were collected from 246 teachers of Agra City. The findings revealed that the teachers viewed teaching as a joyful activity but burn-out of teachers were related to some of the demographic factors; further they believed that, their burn-out emerged only due to their emotional and physical strain.

Das Mohapatra (1989) had a study on teachers serving in primary schools of Puri town. This study had attempted to identify the factors determining their mental health. Amazingly the study had found that majority of the primary teachers did part time jobs for more income and their different pay· scales created faction among teachers. Most of the teachers faced mental health
problems in some form or the other and the teachers viewed that a good social environment was necessary for good mental health.

In a unique attempt Basi (1991) studied a group of language teachers in connection to their teaching competency. One of the objectives of this study was to ascertain the difference between the more competent and less competent teachers in relation to the measures of (i) job satisfaction, (ii) locus-of-control, and (iii) professional burnout. The findings indicate that language teachers did not experience any professional burnout problem, there was no difference between job satisfaction and teaching competency of teachers on the basis of their locus-of-control, female teachers were found more externally controlled and satisfied with their jobs, there existed a negative correlation between locus-of-control and teaching competency as well as professional burnout variables and criterion measure of teaching competency.

Ray (1992) compared teachers’ attitude towards pupils and their job-satisfaction. The objectives were to study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health and to compare male and female teachers with regard to their attitude towards pupils, their mental health as well as professional satisfaction. She had developed one Mental Health Scale for data collection. The study revealed that mental health of teachers had a significant and positive correlation with their job satisfaction and attitude towards pupils. Professionally satisfied teachers had a favourable attitude towards pupils. The study also found women teachers having better mental health and more satisfied with their profession when compared to men. However, Bharathi (1988) in an earlier conducted study on ‘role conflict and personality types’ of educated working women observed that marital status and educational qualification were not the significant factors of stress.

Rama (1997)’s study entitled ‘A study of the impact of Burnout on Teacher Efficiency and School Effectiveness’ emphasized on demographic variables like sex, qualification, experience etc. Some of its major objectives were (i) to find out the relationship of burnout with teacher efficiency, (ii) to study the problem with the variables like sex, locality, educational qualifications, experience etc. 60 male and 60 female primary school teachers were selected as sample of this survey type research. This study had the following revelations. (1) Sex played a
predominant role in influencing burnout. (2) Though women are considered to be more apt and suitable to cater the needs of effective teachers less burnout among them was only a myth as per this study. Female teachers at this level were found to be more burn out than the male teachers. (3) Similarly highly educated Teachers in these institutions felt burnout because they did aspire for higher Post. Therefore, B. Ed. trained teachers were more burnout, but more experienced teachers were less burnout than less experienced teachers.

Similar was the finding of Abraham (1984) who has reported that female and more experienced teachers were the most favoured ones because of their mental stability than male and less experienced teachers. This study indicated a significant difference ($F=1.762=13.8$ $p<0.01$) between the mental health of teachers with males having a mean value of 51.36 while females having a higher mean value of 60.02.

Reddy & Srinivas (1997) attempted to study the nature of association between teacher stress and teacher effectiveness. Analysis of scores obtained from teacher stress and teacher effectiveness scales revealed that, the control group and experimental group differed significantly as far as their effectiveness was concerned and stress reduction was significantly responsible for enhancement of effectiveness of teachers. Thus, stress plays a vital role in teaching profession.

Shailaja (2003) conducted a study on locus of control end job involvement in relation to the job satisfaction of secondary school teachers of Dharwad City. 50 teachers participated in this study. The aim of this work was to study the influence of locus of control, job involvement and gender on job Satisfaction. The major findings of this study are as follows. Locus of control differs significantly on teachers’ job satisfaction at 5% level of significance ($F=4.6393$, $p<0.05$). But other effects like sex, job involvement do not differ significantly on teachers’ job satisfaction ($F=1.5882$, $p>0.05$, F: .5457, $p>0.05$) at 5% level. Job satisfaction and locus of control are significantly related at 5% level ($r=0.3322$, $t=2.4401$, $p<0.05$). This had also concluded that interaction effect of sex and locus of control does not influence job satisfaction of teachers. But, locus-of control and job involvement were found as the significant variables in contributing to the anis satisfaction of teachers.
Adjustment of teacher is closely related to professional competency (Pandey, 1973; Mangal, 1978). A well-adjusted teacher is a boon to the society while maladjusted teachers are not at all required by any one because they spoil the school climate. It is evident from many researchers that teacher's impact on pupil's personality development is tremendous, but teacher can do so only when he himself has an effective and well adjusted personality. The problem of adjustment of teachers in relation to their profession, pupils, life and environment are still at stake (Mangla, 1992). Researchers have therefore been undertaken to identify the adjustment problems of teachers, factors associated with their adjustment difficulties, causes of their maladjustments, etc. But, there is a dearth of material focusing on the influence of adjustment of self-concept of teachers. The following section therefore presents all the related studies on adjustment having some relationship with self-concept of teachers.

Peck (1936) had a study entitled ‘a study of the adjustment problems of a group of women teachers’. This study aimed to find out how well adjusted the teachers were as teachers. Thurston Personality Schedule was used to collect relevant data. This study found one third of the sample maladjusted, while one sixth of them needed some sort of psychological assistance. Only one fifth of the teachers exhibited characteristics of well-adjusted teachers. This indicates that most of the women teachers suffer from adjustment problems.

In a study on attitudes of teachers Diggory (1953) found significant difference between male and female teachers. His study found male teachers to be more patient and adjustive at the elementary stage and less friendly and less understanding at the secondary stage. On the other hand female teachers were found to be more friendly, more understanding, less critique and more adjustive both at the elementary as well as secondary stage. Thus teachers vary in their adjustment with women having better adjustment.

Bowers and Soar (1961) compared best-adjusted and less adjusted teachers in regards to their effectiveness as teachers. Johnson- Neyman’s technique was followed to collect data from the sample. This study found significant difference between the effectiveness of both types of sample. The best-adjusted teachers were found to be more effective while the less well-adjusted teachers became less effective.
Gill et al (1966) conducted a study over a sample of 249 students enrolled in a teacher education child study programme. The effect of security on personal adjustment, perceptual and cognitive style, as well as personal effectiveness was evaluated. An analysis of variance was used to study differences between groups. There was no significant difference between sexes on any of the three variables. However the secure groups were found to be less dogmatic than insecure groups and had a higher mean grade point average.

A study was designed to investigate the influence of group counselling on self-ideal concept congruence, the personal adjustment and the interpersonal support values of student teachers by Miller (1970). 30 male college seniors enrolled in a teacher education programme were selected as subject of this study. A modified Butler-Haigh Q-sort (1954) and the Survey of Interpersonal Values (Gordon, 1960) were administered both before and after the counselling project. Analysis of variance design was applied. The result indicated significant difference between self-ideal concept congruence depending upon immediate and delayed audiotape and videotape playback of group counselling. Thus, self-concept of teachers does vary from situation to situation.

Influence of sex, age, qualification, locale, experience etc on adjustment of teacher was studied by the followings. Brown (1984)’s comparison of beginning and experienced teachers in regards to professional concerns found differences in concern between male and female teachers. Male teachers showed low impact concerns while females Showed low self concerns only after experience. Similarly, Perno (1985) in a study found out women teachers to be more adjusted and satisfied with the teaching profession than their male counterparts.

Cartwright et al (1997) in a qualitative study on developmental phases of pre-service secondary level teachers followed multiple case study design using reflective journals, in-depth semi—structured interviews, and intensive personal observations. Professional growth phases during a field-based teacher education programme identified six categories. The study found adjustment as one of the major categories along with anticipation, redefinition, transformation, commitment and renewed anticipation.

Mohammed (1971) studied the adjustment of 112 Intermediate college teachers. It was found that one half (1/2) of the sample were significantly maladjusted of which at least one eighth (1/8) needed psychiatric advice. Seven
causes were identified as the sources of maladjustment in this study like unhappy marital life and other family relations, sex problems, emotional disturbances, economic difficulties, occupational dissatisfactions, constitutional deficiency, and lack of security feelings due to un-acceptance.

The humanistic approach of adjustment emphasizes the role of self-concept in personal adjustment. Therefore, Khatry (1973) experimented on 'a comparative study of the self-concept of teachers of different categories and the relationship of their Self-concept with Professional Adjustment'. The study revealed the followings, when 900 sample teachers belonging to primary, secondary and college level, were administered the Professional Adjustment Inventory and the Self-concept Inventory developed by the investigator. Results of this investigation highlight that- (1) The score distribution on self-concept and professional adjustment were more or less normal. (2) There were significant differences between the self-concept values as well as adjustment values of the three different categories of teachers. (3) There was a significant difference between college and primary teachers but not between primary and secondary school teachers. (4) The study also concluded a significant correlation between the self-concept and adjustment scores of teachers.

Pandey (1973) tried to identify the underlying factors responsible for the adjustment of male and female teachers in different areas of adjustment. The study resulted in a significant correlation between professional efficiency and teacher adjustment. However it revealed a higher predictive value of regression equation for female teachers than the male teachers. For male the R-value was 0.8656 while it was 0.9751 for females. Later on Lavingia (1974) tried to correlate job satisfaction of teachers with their stability. Result showed that female teachers, younger teachers and unmarried teachers were more satisfied than their counterparts. Likewise, Tehria (1975) also found female teacher trainees to be better adjusted than the males.

As far as qualification of teachers are concerned, Saran (1975) study ever 510 male and 490 female teachers had revealed that educational level of teachers had no relationship with home and social adjust but had a negative correlation with health and emotional adjustment. Similarly, teaching experience and adjustment were not found significantly correlated as far as this study is concerned.
Gupta (1977) analysed, ‘personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers’. One of the major objectives was to study the home, health, social, emotional, professional and total adjustment differences between successful and less successful teachers. 200 male and 200 female samples revealed that adjustment in various fields, personality factors and professional attitude were significantly related to teaching; differences were there between successful and less successful teachers in relation to personality characteristics, adjustment and attitudes towards teaching; and adjustment, personality characteristics, attitude towards teaching, sex were the determinants of successful teaching.

‘A study of adjustment and job—satisfaction of married and unmarried lady teachers’ was the title of the investigation undertaken by Nayak (1982). One of the objectives was to study the difference in the adjustment of married and unmarried female teachers of different categories. The study observed adjustment problems only in case of unmarried teachers while married teachers had no such problems and job satisfaction was not found to affect the adjustment of female teachers. Similarly, while correlating role perspectives of women teachers in relation to certain socio-psychological variables Bhamwari (1986)’s study indicated that married teachers had a better role perspective than unmarried teachers but age and experience of teachers had no role to play in this regard.

Zuberi (1984)’s study tried to find out the relationship between personal values, needs, job adjustment, temperament and academic careers of secondary school teachers with their teaching behaviors. A significant difference was observed in almost all dimensions of teacher behaviour between more adjusted and less adjusted teachers. This clearly indicates that teachers vary as far as adjustment factor is concerned.

But in an attempt to study the aspirations, adjustment and role conflict of 400 school teachers (100 male secondary, 100 female secondary, 100 male primary and 100 female primary) Prasad (1985) found- (a) adjustment of teachers to be related to their sex but not to their level of schools and the males were observed better adjusted than the females, (b) teachers differed significantly in specific areas of adjustment, (c) mean adjustment of all group was high. Similarly
male teachers were found better adjusted than females, in a study conducted by Singh (1993) on teachers’ effectiveness in relation to their sex, area and adjustment.

Significant correlations were observed between adjustment and five different areas of self-concept in a study conducted by Chadda (1985) entitled ‘Self-concept of Teachers and their Emotional Adjustment’. A self-concept scale and Adjustment Inventory were administered over a sample of 350 teachers. The study revealed the followings- Score distribution on self-concept for total and sub-sample groups was not found normal. Self-concept was found significantly different from emotional adjustment of teachers. The value of the coefficient of correlation for self-concept and emotional adjustment scores had not been found to be high and also not statistically significant for various groups of teachers. There was a low magnitude of correlation between self-concept and emotional adjustment scores of the total sample of 350 teachers. A moderate correlation was observed between these two variables in case of male teachers. There was zero or no correlation between these two in case of female teachers. The correlational value of self-concept and emotional adjustment scores for rural female teachers was -0.06. Even sex—wise no significant difference was seen in case of self concept as well as emotional adjustment score. Thus, it has clearly shown that self-concept was influenced by adjustment in case of male teachers only.

Donga (1987)’s conclusions in a study on ‘adjustment of teacher-trainees’ revealed that (1) different groups differed significantly according to level of self-concept; (2) significant correlation was found between adjustment and five different elements of self-concept. (3) The multiple coefficient of correlation of adjustment with two elements ‘teachers’ and ‘syllabus’ of self-concept was 0.3394 and significant at 0.01 level. (4) Teacher trainees of science faculty had the lowest adjustment. (5) Female teacher trainees were better adjusted than the males. (6) Teachers having 2 years of teaching experiences were more maladjusted. (7) However, there was no significant effect of interaction between age, marital status, sex, teaching experience and educational qualification upon adjustment.

Likewise, Devi (1988) with an objective of investigating the nature of change in the professional attitude, teachers’ values and personality adjustment of the B. Ed. Students during the training period found a positive trend on inter—
correlations between attitudes, adjustment and values, while the correlation between teacher attitude and adjustment as well as teacher adjustment and teacher values was very low and not significant.

Agarwal (1988) with special reference to primary level female teachers, studied adjustment problem and their related factors. This descriptive survey study aimed at comparing adjustment problems of more effective and less effective teachers. 400 female teachers were selected as sample of this study. This study found a significant difference between the adjustment scores of more effective and less effective teachers.

Singh (1987) conducted a study on job-satisfaction, family adjustment, occupational and personal problems of women working in different professions. Four professional groups were selected for this purpose. The analysis of data revealed significant mean difference between the adjustment scores of different professional groups as far as personal adjustment was concerned. All these studies have indicated how teachers vary in relation to the adjustment variable.

Maurya (1990) selected 200 university and pre-university lecturers as sample for a study on the relationship between teachers’ attitudes and teacher efficiency. One of the tools used was Asthana’s Adjustment Inventory. The findings revealed that size of the classroom affected adjustment and teaching competency. The study also found sex differences as far as adjustment of teachers was concerned.

It is observed that, while male teachers suffer in some areas of adjustment the females suffer in some other areas. Mangla (1992)’s study on teacher adjustment found differences in adjustment of male and female teachers. Males had better health adjustment while females had better economic adjustment. In earlier conducted studies Prashar (1961) found that the male teachers have greater professional, economic and social maladjustment while female teachers have more of health, home and social maladjustment. Rao (1986) got the findings that female teachers were better in their home adjustments than the males while males were better in case of health adjustment and social adjustment. No sex difference was found in case of educational adjustment.

Singh (1993)’s study on teachers’ effectiveness tried to correlate effectiveness of teachers with their sex, area and adjustment. The study revealed a significant difference between male and female teachers in relation to their
adjustment in favour of male teachers. But no such difference was found in between rural and urban teachers. Again teacher’s effectiveness was found significantly correlated to adjustment in case of urban teachers only.

Sundararajan et al (1994) in a study on self-concept, tried to concentrate on the adjustment problems of B. Ed. teacher trainees. The major objectives were to find out if there was any significant difference between the teacher trainees in respect of their total adjustments in home, health, social, emotional and educational areas; and to find out the nature of relationship existing between the self-concept and the adjustment of the teacher trainees. 542 B. Ed. teacher trainees resulted in significant difference between them as far as adjustment areas were concerned. Men and women teachers differ significantly in different areas of adjustment. Similarly, post—graduate teacher trainees were found to be better than their graduate counterparts in all areas of adjustment except health adjustment. It revealed further, teachers with high level of self-concept were better than teachers with low level of self—concept in all the areas of adjustment except the home area.

Mangal’s Teacher Adjustment Inventory (MTAI) was used in the following study for data collection. Sahoo (1998) studied the relationship of adjustment of women teachers with their personal life and professional relationship. This study aimed at comparing the adjustment of married and unmarried teachers; the data were collected using MTAI ; 120 teachers were’ selected as sample of this study. It revealed that married and unmarried teachers differed in their personal life adjustment and professional life adjustment. However, there was no relation between adjustment of women teachers and their personal and professional relationship.

Mohanty (2001) compared male and female teachers’ adjustment in a study on ‘causes of dissatisfaction among teachers’. For this reason questionnaires were administered over a sample of 50 male and 50 female teachers. Careful analysis of data revealed the fact that almost all teachers is suffer from adjustment problems. However male teachers and more educated teachers were found to have more adjustment problems than their counterparts. Teaching competency was also influenced by adjustment of teachers.

Kulasrestha and Dave (2003) with the aim to study the status of personal, professional and social adjustment and to compare the adjustment of rural and
urban primary school teachers of Agra district selected 187 teachers as their sample of study. Using MTAI (1979) data were collected and a careful analysis of result showed a difference in the mean values of adjustment scores of teachers working in primary schools. But the rural and urban teachers did not differ significantly in their adjustment.

Survey of the literature on occupational stress reveals that there are a number of factors related to job which affect the behavior of the employees and as a result of it, normal life is disturbed (McLean, 1974)\textsuperscript{(10)}. Cooper and Marshal (1976)\textsuperscript{(11)} stated that occupational stress includes the environmental factors or stressors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job. Orpen (1991)\textsuperscript{(12)} observed that major source of stress is derived from the occupational environment; proponents of this view tend to argue that role holders in certain occupation, irrespective of individual differences, are much more likely to experience stress. Here, the emphasis is on the individual demands of various jobs that have the capacity over a period of time to exhaust the physical and psychological resource of employees in the organization. Upadhyay and Singh (1999)\textsuperscript{(13)} found that the executive experienced a moderate level of stress, the executives experienced more stress than the other employees did. The results revealed a significant difference between these two groups on the experience of stress due to factors such as role overload, intrinsic impoverishment and status variable.

Occupational stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems and finally poor life satisfaction (Pawar & Rathod, 2007)\textsuperscript{(22)}. High levels of work stress are associated with low levels of job satisfaction. According to Fairbrother and Warn (2003)\textsuperscript{(23)}, occupational stress can be negatively related to job satisfaction among navy trainees onboard ship. They also revealed that the most important features of stress onboard ship are uncertainty and loss of control. Sanchez, et al., (2004)\textsuperscript{(23)} found that job pressure was negatively associated and was the most important predictor of job satisfaction.

Identified four categories of work stressors: physical environment, individual level (a mixer of role and career development variables), group level
(primarily relationship-based) and organizational level (a mixture of climate, structure, job design and task characteristic)

Schuler (1982)\(^{(24)}\) also identifies seven categories of work stressors in organizations: job qualities, relationships, organizational structure, physical qualities, career development, change and role in the organization.

In a study, Helode and Palnitkar (1987)\(^{(26)}\) investigated the ‘variance’ of occupational stress in the light of field dependence - independence and job level in the case of bank employees. The results revealed that (a) FI-FD and occupational stress were normally distributed among middle and lower level managers; (b) FI-FD had positive and significant association with occupational stress; (c) occupational stress was significantly higher among officers than among clerks; and (d) field independent officers were found to experience more occupational stress than field dependent clerks, stress field independents clerks experienced more occupational stress as compared to field dependents officers.

Bhatnagar and Bose (1985)\(^{(27)}\) studied organizational role stress among branch managers of a banking organization. Reviewing the Indian studies on this theme, they observed that very little systematic work has been done to understand the relative strength of different stressors for bank managers.

According to Mehra and Mishra (1993)\(^{(30)}\), participation in opinion seeking had a moderating effect on the relationship between job satisfaction and occupational stress. Another study by Fenwick and Tausig (1994)\(^{(31)}\) suggested the 23 macro-economic changes such as recessions, could affect individual stress because they lead to changes in routine job structures that represent increased and continued exposure to stressful conditions.

Ahmady et al. (2007)\(^{(35)}\) research findings show that role stress was experienced in high level among almost all faculty members. All three studied medical schools with different ranks are threatened with relatively the same levels of role stress. Specific differences were found among faculty members from different disciplines, and academic ranks. Also having permanent position and the length of services had significant correlation with the level of role stress. The major role-related stress and forms of conflict among faculty members, were role overload, role expectation conflict, inter-role distance, resource inadequacy, role stagnation, and role isolation.

Based on a sample of young professional engineers, Nevvtort and Keenan
studied the relationship between the three types of predictor of role stress (role conflict, role ambiguity, quantitative role overload, qualitative role underload). The relationship was studied both within each predictor set and between each predictor set. Employing bivariate and multiple regression analyses, variables were identified within each predictor set which were significantly predictive of role stress. In addition, comparison was made between the sets of predictor variables selected and between each of the four role stresses that were studied. The results support the relevance of personal, interpersonal, and organizational predictors to role stress, as well as suggesting that role stress researchers should pay more attention to differentiating between varying forms of role stress.

Martin, Jones and Callan (2005) reported that employees whose perceptions of the organization and environment in which they were working (that is, psychological climate) were more positive, more likely to appraise change favourably and report better adjustment in terms of higher job satisfaction, psychological wellbeing, and organizational commitment, and lower absenteeism and turnover intentions. A study conducted by Sonnentag et al. (1994) stated that control at work, complexity at work and openness to criticism within the team were found to be positively related to burnout measures.

LeRouge et al. (2006) used person-job fit theory to examine the relationship between the match in IT developers' preferred and perceived actual role stress (role stress fit) with job satisfaction and organizational commitment. Self-esteem was considered as either a potential moderator or mediator of those relationships. Results from surveys completed by IT developers indicated that role stress fit was positively related to both job satisfaction and organizational commitment and that self-esteem significantly moderated the relationship between role stress fit and job satisfaction. Results of the research provided insight into staff assignment and the design of Loping interventions.

Cummins (1996) identifies seven domains as commonly relevant: material wellbeing, health, productivity, intimacy, safety, community and emotional wellbeing. He later removes emotional wellbeing, claiming that it cannot be measured objectively, and adds ‘spirituality or religion and following an amorphous ‘Future security’ category (IWG 2006). Cummins report that these
domains contribute a unique amount of variance of overall life satisfaction’ and that correlation among the domains exceeds correlations within each category. While the domains contribute uniquely to overall wellbeing on average, this does not imply that each is important in every country they study. Cummins’ scales, which ask the respondent to identify on a 0-10 scale how satisfied they are with each domain, has demonstrated strong psychometric properties, notably construct and Convergent validity, reliability and sensitivity (IWB 2006). IWB (2006) reports that variance within the eight domains together accounts for about 50-55 percent of variance in overall life satisfaction. In a review of 22 Quality of Life studies, Hagerty et al. (2001) score Cummins’ mesure more highly than 20 others.

Some research suggests that income inequality is associated with lower subjective well-being (Blanchflower and Oswald 2003, Alesina et al. 2004, d’Ambrosio and Frick 2004, Graham 2005 and Graham and Felton 2006). At the same time, considerable empirical evidence supports the view that those experiencing relative deprivation are rarely the most objectively deprived; frustrated achievers’ in the middle of the income ladder are more likely to be dissatisfied than at the bottom (Graham and Pettinato 2000)