CHAPTER – II

REVIEW OF LITERATURE

After giving a brief conceptual framework (chapter one), studies relating to job satisfaction, adjustment and well-being in school teachers are reviewed in this chapter. Review is based on psychological, education and sports abstracts. The period of review was from 2000 to 2010. Psychological Bulletins, Educational Research Journals, Abstracts, Books and other Periodicals stored in M.D.U. Rohtak Library, J.N.U. Library, New Delhi, D.U. Library, New Delhi, K.U.K. Library, Kurukshetra and C.R.E. Library, Rohtak were also consulted. Some content was collected from the internet to latest literature in the area. Some popular research articles on job satisfaction, adjustment and well-being were also consulted. The comprehensive review related to urban-rural, male-female and Indian-Foreign studies were classified. The review of the relevant researches is presented here in a tabular form under various headings.

: Studies Related to Job Satisfaction.
: Studies Related to Adjustment.
: Studies Related to Well-being.
: Studies Related to Correlation between Job Satisfaction and Well-being:
: Studies Related to Correlation between Job Satisfaction and Adjustment.
: Studies Related to Correlation between Adjustment and Well-being.

2.1 Studies Related to Job Satisfaction:-

Sharma, Y.P. (2005), studied the job-satisfaction for the physical education teachers, working in Himachal Pradesh Schools. In order to compare the ‘job-satisfaction’ of three groups of physical education teachers teaching in high schools of Himachal Pradesh, which are having good, average and poor sports facilities, are influenced by following factors: work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competency and functioning. There are 210 physical education teachers who were selected through random sampling from high schools belong to all the districts of Himachal Pradesh. The tools were used to collect data like ‘job-satisfaction’ Questionnaire (English) by Kumar and Mutha, and a check-list was prepared in accordance with sport policy mentioned in seventh five year plan. The statistical technique chi-square method was used for the analysis of data. The findings revealed that the majority of teachers are satisfied with their job in accordance with job-satisfaction components. They are satisfied with their work, working
conditions, salary structure, job security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competiability.

Athanasios Koustelios, Nicholas Theodarakis, Dimitris Goulimaris (2004). This study examines role conflict, role ambiguity and job satisfaction among Greek Physical Education Teachers, and the extent to which role conflict and role ambiguity predict job satisfaction. All members of the sample of 61 physical education teachers were employed in Greek “sport for all” programs. The standard multiple regression analysis shows the findings of role conflict and role ambiguity are significant predictors of job satisfaction. This paper concludes with suggestions directed to the General Secretariat of sport in Greece with a view to redesigning the work of physical education teachers in “sport for all” programs.

Athansios D. Koustelios (2001), conducted a study on the personal characteristics and satisfaction of Greek teachers. The sample consisted of 354 teachers, age-group between 28 to 59 years, from 40 state schools. The results of the present study indicate that teachers are satisfied with their job itself along with their supervision, whereas they were dissatisfied with pay and promotional opportunities. The results of standard multiple regressions have been shown that particular personal characteristics (e.g. gender, age, etc.) were significant and project the different aspect of job-satisfaction. Variables other than the personal characteristics, such as organizational variables, should be included in future research for indicating better job satisfaction of the teachers.

Michalinos Zembylas, Elena Papanastasiou (2004), have examined the Job satisfaction of school teachers in Cyprus. An adapted version of the questionnaire developed by the “Teacher 2000 Project” was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Cheng, Y.W., Ren, L. (2010), has examined the elementary resource room teacher job stress and job satisfaction in Taoyoan County, Taiwan. The total samples of 153 elementary resource room teachers in Taoyuan were questioned using a self-report questionnaire. Following the questionnaire, 10 veteran resource room teachers were asked to provide further insight into their work. Result for the 135 participants, both the working condition dimension of job stress and education level were significant predictors of job-satisfaction. The results are discussed in terms of the Taiwan context.
Tripathy, K.K. (2003), conducted a study on 248 female teachers for assessing the role-structure and role-stress in relation to work satisfaction of primary school in Orissa. Data were selected randomly following a two-stage cluster random sampling method. Tools used included Demographic Data sheet (investigator self), role-structure questionnaire (Vig, 1999), role-stress (occupational) inventory (Osipow and Spakane, 1987) and work satisfaction questionnaire (Singh and Sharma, 1986). Statistical techniques like Mean, S.D., t-test, product- moment co-efficient of correlation and factor used to analyse the data. Results revealed that at the primary level, the female teachers in Orissa indicate a high level of professional commitment and aspiration, higher degree of morale and a good deal of professional and social awareness (Role-structure), experiencing high amount of stress and moderate level of work satisfaction.

Kumar, S. and Patnaik, P.S. (2004), have conducted a study on 138 teachers (76 males and 62 females) to assessed the organisational commitment, attitude towards work and job-satisfaction for the post-graduate teachers with respect to sex, there were 40 teachers, belong to age groups below 40 & above 40 year who have more than 12 and less than 12 years of teaching experience. There are some of teachers belonging to age-group between 26 years to 55+ years, with their teaching experience ranging between 2 to 31 years. The tools used for data collection were organisational commitment questionnaire (Mowday, Steers and Porter, 1979), Job Diagnostic Survey Questionnaire (Hackman and Oldman, 1975). Attitude towards Work Scale (J.R. Gordan). Data collected was treated with mean, S.D., ‘t’ test and correlations. Findings the security satisfaction factors show that the teachers, who have above 12 years of experience, feel more secured. In case of growth satisfaction, the male, teachers who have their age above 40 years, are better than that of their counterpart. There are no significant differences related to sex, age group and teaching experience of teachers. The mean scores have shown slight differences between male and female, teachers belong to age below 40 & above 40 years and teachers who have less and more than 12 years teaching experience have been influence by the factors like job properties and organisation policy and practices. The male teachers belong to less than 40 years, and having less than 12 years of teaching experience indicate better job satisfaction. In case of organisational policy, the female teachers, belong to below 40 years age group, having less than 12 year’s experiences, indicate comparatively better job satisfaction. The correlation between organisational commitment and job satisfaction is moderate which shows that the teachers who are more, committed towards organisation are more satisfied with their job. Job satisfaction and attitude
towards work are highly positively correlated and it shows that those who have positive attitude towards work indicate more satisfaction in their job.

Bindhu, C.M. (2007), examined the relationship between job-satisfaction and stress coping skills of primary school teachers. The sample taken 500 teachers (165 males and 335 females) were selected through proportionate stratified sampling techniques from the primary schools of Kerala State for the study. The tools were used for collecting the data such as scale of job-satisfaction by Kumar and Kumar and stress coping inventory by Bindhu, Mean, Standard Deviation, Correlation and ‘t’ test were used for the calculation of data in the study. The findings indicate that the job satisfaction differentiates between male and female. The primary school teachers and there is a positive correlation between job satisfaction and stress coping skill among primary school teachers.

Sarah Basu (2009) has carried out the study the job satisfaction of secondary school teachers. To evaluate and investigate the impact of gender and marital status on the teachers, a sample of 225 secondary school teachers, belong to Rohilkhand region was collected through multi-stage random sampling technique. A self developed teacher job satisfaction scale (TJSS) was employed to collect the data. The analysis of data using mean, S.D. and t-test, which indicate that the both sex and marital status indicate a significant value on the job satisfaction for the teachers. While female teachers scored higher on TJSS as compared to the male teachers. The mean scores of the unmarried teachers on the TJSS were lower than those of the married teachers.

Vaishali Gupta & Kiran Sahu (2009), have examined the job satisfaction in relation to organizational role stress and locus of control among vocational teachers. In order to find out the relationship and gender differences between the two variables, the sample of 200 vocational teachers (100 males and 100 females) from private vocational institutes of Moradabad district was taken. The methodological tools used for job satisfaction scale (Singh and Sharma, 1999), ORS (Udai Pareek, 1981) and locus of control scale (Valecha and Ostrom, 1973). Keeping in view the inferences drawn from different variables which indicate that there was significant gender difference regarding job satisfaction. Job satisfaction and organizational role stress was significantly and negatively correlated and this relationship was found significant for males as well as for females. Job satisfaction and locus of control was significantly and negatively correlated and this relationship was found significant for males.

Pushpam, A.M.L. (2003), conducts a study on the attitude towards teaching profession and job-satisfaction of women teachers in Coimbatore. To measure job-satisfaction of women teachers, job-satisfaction scale constructed by the investigator was
used. However women teachers work in different type of schools, the stratified random sampling method was used from different types of schools, depending upon numerical the strength of women teachers, working in these schools. There are 725 samples which were taken for administering tools for this study. The findings revealed that age, expertise, community, job of spouse and number of children having women teachers, indicate different job-satisfaction. Women teachers, who teach 5th, 7th, 8th and 10th classes, indicate a higher level of job-satisfaction than those who teach other classes. The teachers working in Anglo-Indian school, indicate their higher level of job-satisfaction than the women teachers working in other schools. In case of the teachers working in aided schools, private schools and panchayat schools indicate a higher level of job-satisfaction than the teachers who are working in government and corporation schools. Undergraduate teachers indicate a higher level of job-satisfaction than that of graduate and post-graduate teachers. The job-satisfaction of women teachers with secondary grade teacher training indicates a higher level of satisfaction than those with B.Ed. and M.Ed. degrees. A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job-satisfaction of women teachers. Hence, the teachers who have better attitude towards teaching profession indicate a higher level of job-satisfaction.

Vyas, M.V. (2002), has examined the job-satisfaction of primary school teachers with respect to sex, marital status and educational qualifications. The objectives of this study (i) To know the job-satisfaction of male and female primary school teachers; (ii) to know the job-satisfaction of married and unmarried primary school teachers; (iii) to know the job-satisfaction of primary school teachers with requisite educational qualification and higher education; and (iv) to identify the effect of independent variables like sex, marital status and educational qualification to job-satisfaction. The sample consists of 1,770 male teachers and 1,230 female, who are fulltime teachers with full pay scale, belong to Junagadh and Porbandar district of Gujarat. Methodological tools including the job-satisfaction inventory have been developed by the researcher himself. Statistical techniques like mean, Median, S.D. quartile deviation, chi-square, critical ratio, and co-efficient correlation techniques have been used to analyses the data. These results clearly show that there is no between sex and job-satisfaction for the primary teachers belong to Porbandar and Junagadh districts of Gujarat. Married teachers indicate their positive attitude towards job-satisfaction rather than unmarried primary teachers. In case of educational, which indicate that the educational qualification has no co-relation with the primary teacher’s job satisfaction?
Rama M.B.V. (2000) assessed the relationship between job satisfaction and life satisfaction for the secondary school teachers. Descriptive survey method was employed. In order to carry out the study, 400 teachers were selected through probability sampling from secondary schools in Rayalekshma area of Andhra Pradesh. Job satisfaction scale was used as a tool for the study. It is quite obvious that the empirical study indicates a positive correlation between levels of satisfaction with their job satisfaction for the teachers.

Jamal, S. Hasan, A. and Raheem, A. (2007), has conducted a study on 615 teachers (400 males and 215 females) for assessing the organizational commitment of secondary school teachers. In order to know how the organizational commitment is correlated with various factors, i.e. teacher stress, job-satisfaction, teacher moral and socio-emotional, school climate for male and female teachers. The sample was collected from the five districts and selected randomly from five government schools. Out of total, three samples belong to boy’s schools and two from girls’ schools. The location of the school was in the urban areas, situated in the eastern part of Uttar Pradesh. The tools employed for analyzing the observed data have been organizational commitment scale, teacher stress scale, teacher job-satisfaction questionnaire, teacher morale scale and socio-emotional school climate scale were used for data collection, multiple regression analysis used for calculation of data for finding results. The teacher is found that the job satisfaction is positively correlated with organizational climate (OC). Teacher moral and socio-emotional school climate are also positively correlated with OC, implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will tend to be more committed to their institutions where they are employed.

Mehrotra, A. (2002), has carried out a comparative study for the leadership styles of principals in relation to job-satisfaction of teachers and organizational climate in government and private senior secondary schools of Delhi. The sample consisted of 1120 teachers from 28 government and 28 private senior secondary schools of Delhi. A purposive sample of 10 TGTs and PGTs from each school ensuring that each teacher has at least three years or more stay in the same school was used. The tools used for data collection include Leadership Behavior Description Questionnaire (LBDQ) by Halpin and Winer. Job-satisfaction scale developed by the investigator, and School Organisational Climate Description Questionnaire (SOCDQ) by Moti Lal Sharma. Statistical techniques like mean, S.D. and t-test were used to analyse the data. The findings revealed that (i) in government schools 46.4% teachers were highly satisfied. On the other hand, 35.7% teachers were moderately satisfied and only 17.8 teachers were less satisfied. (ii) Considering the data for private school teachers, indicate that
the 32.2% teachers, who found highly satisfied, where as 42.8% teachers were found moderately satisfied and rest of 25% were found less satisfied. (iii) A significant difference between the job-satisfaction of teachers, belong to government and private schools was observed. (iv) Four dimensions indicate a significant difference, revealing the following results: Pay – t = 3.26 work, itself – t = 2.97, promotion – t = 3.06, and supervision – t = 2.81. However, two dimensions, i.e. work group and working conditions revealed no significant difference between the two types of schools.

Yarriswamy, M.C. (2007), studied the individual need strength, locus of control, job-involvement and burnout of teacher-educators of teacher training institutes in the state of Karnataka in relation to their job-satisfaction. The sample consisted of total 131 teachers educators, out of this figure, 65 were from primary teachers training institutes, located at Bangalore, Mysore, Belgaum and Gulbarga division of Karnataka State. The tools used including an individual Need Strength Scale developed by Basavaraju, Locus of control scale developed by the researcher himself, Job- Involvement Inventory developed by Lodahi and Kejner, Maslach Burnout Inventory and Job-Satisfaction Inventory developed by Indiresan. Statistical techniques used for data analysis were t-test and multiple classification analyses of variance. The observed data indicate that there is no significant difference in the job-satisfaction between teacher educators working in (i) government and aided, and (ii) rural and urban teacher training institutes. There is no significant difference in the job-satisfaction between male and female teacher educators. There is no significant difference in the job-satisfaction between teacher educators with (i) below 10 years of teaching experience and 10 year to 20 years of teaching experience, (ii) below 10 years to 20 years of teaching experience and above 20 years of teaching experience.

Rupinderjit Kaur Kamboj (2008), has conducted a study on 1360 teachers (680 males, 680 females) to assess the relationship of job satisfaction with self-actualization. The teachers were categorized into rural, urban, government and private school in accordance with their place of work which are affiliated to Punjab School Education Board. A Proportionate stratified random sampling technique was used for data collection. The results indicate that there is a positive and significant correlation between job satisfaction and self-actualization of secondary school teachers. The correlation is significant at 0.01 level of probability. In the light of the above results, the null hypothesis that there is no significant relationship between job satisfaction and self actualization is rejected.

Rathod, M.B. & Verma, M. (2006), have examined the job-satisfaction of teachers in relation to role commitment. The sample was taken from the randomly selected 115 schools
(61 privates and 54 governments) of Indore district. All these schools were affiliated to Board of Secondary Education, M.P. Bhopal. In order to investigate, there were 567 teachers’ who have selected from different schools. They were selected irrespective of sex, residential background, and marital status. The tools were used such as teachers’ Job-Satisfaction Questionnaire by Kumar and Mutha (1982) and teachers’ Role Commitment Scale by Buddhisingar and Verma (2003). The data were analysed with the help of 2x2 factorial designs ANOVA. The findings revealed that there was significant influence of sex on job-satisfaction of teachers. Female teachers were found more for their job-satisfaction than that of male teachers. There was no significant influence of training on job-satisfaction of teachers. There was significant influence of experience, on job-satisfaction of teachers. Senior teachers were found satisfied with their jobs than junior teachers. There was significant influence of role commitment on job-satisfaction. Teachers having high role commitment, were found more with their job-satisfaction than teachers having low role commitment. There was significant influence of location of residence on job-satisfaction of teachers. The teachers belong to urban areas, were found more satisfied with their jobs than rural areas. There was no significant influence of interaction between sex and role commitment on job-satisfaction of teachers. There was no significant influence of interaction between training and role commitment on job-satisfaction of teachers separately. There was no significant influence of interaction between experience and role commitment on job-satisfaction of teachers. There was no significant influence of interaction between residential background and role commitment on job-satisfaction of teachers separately.

Chand Ramesh (2005), has conducted a study on 300 physical education teachers to assess the work motivation and job-satisfaction in High schools of Himachal Pradesh in relation to existing sports facilities. The Sample was drawn from 25 high schools of each district randomly from Himachal Pradesh. Work motivation scale (Hindi) by K.G. Aggarwal (1988), job-satisfaction questionnaire (JSQ) by Kumar and Mutha (1976) and self-prepared checklist keeping in a view sports facility required at school level mentioned in 5 years plan for sports policy document was used as tools for the study. Statistical techniques like mean, median, S.D. and t-test was used to analyse the data. These observations clearly show that the significance of differences in the mean score of work motivation and job-satisfaction. Teachers posted in low level sports facilities schools possess higher mean than average level of sports facilities with respect to job-situation component to work motivation. Teachers posted in low level sports facilities schools obtained higher mean than high level of sports facilities with respect to institutional/plan and policies component of job-satisfaction.
Teachers posted in average level sports facilities schools possess higher mean than high level of sports facilities with respect to authority, co-worker’s competence and functioning component of job-satisfaction. Teachers posted in low level sports level sports facilities schools possess higher mean than high level of sports facilities with respect to authority, co-worker’s competence and functioning component of job-satisfaction. Job-satisfaction and work motivation of physical education teachers were not related to the level of sports facilities.

Jamal, S. (2006), has carried out the study of organisational commitment in relation to occupational stress, job-satisfaction, employees’ morale and socio-emotional school climate. Sample was taken from five districts of Uttar Pradesh namely Balia, Azamgarh, Chazipur, Jaunpur and Mau. The schools, belong to urban areas of five districts were selected randomly and the teachers were selected by cluster sampling technique. The statistical techniques used with systematic multiple regression analysis, Pearson Product Moment Correlation Coefficient (r), t-test, z-tests, F-tests. Findings the occupational stress and employees’ moral as a whole and its components like workload, student misbehavior, classroom resources, poor colleague relations, etc. are predicators of organisational commitment and affective commitment.

Subhdhi (2002), has examined the level of job satisfaction among secondary school teachers. In this context the result indicate that the female teachers were better satisfied with their teaching profession than their male counterparts. Young teachers belong to 22-35 years age group were more satisfied with their jobs than old ones (36-55 years). Another finding of the study is that teachers were more satisfied with their job than the teachers belong to aided schools.

Rao (2003), assessed entitled job satisfaction of school teachers. The finding revealed that the secondary school teachers were having good job satisfaction, irrespective of their age, sex and experience, location and type of school management. The male and female teachers were possessing good job satisfaction and there was no significant difference between them, though the female teachers were having a little bit high job satisfaction than the male teachers. The science and social studies teachers possessed good job satisfaction and there was no significant difference in their level. The teachers of government and private secondary schools possessed good job satisfaction and there was no significant difference, whereas the private school teachers were having a little bit high job satisfaction than the government school teachers. The teachers of rural and urban secondary schools were having good job satisfaction and there was no significant difference. The graduate and post graduate
teachers possessed good job satisfaction and there was no significant difference. The secondary school teachers with varying teaching experience were having good job satisfaction and there was no significant difference indicated by the teachers, having less than 10 years, as well as 11-20 years experience. The secondary school teachers, having different age-groups indicate a good job satisfaction and there was statistically no significant difference in their level, as indicated by the four age groups. But, the teachers belong to age-group less than 30 years, indicate very good job satisfaction as compare to the teachers belong to age-groups between 31-40 years, 41-50 years and above 50 years.

2.2 Overview:-

In context to job satisfaction, various studies from Indian and abroad, indicate their meaningful findings on this issue. The empirical studies, based on field study have significantly contributed to justify their observation in lucid manner. They have used various quantitative and qualitative parameters for drawing some of meaningful inferences from the teachers; belong to the different age-groups, male-female, type of residence (rural or urban), government and private school / aided school, marital status and full-time or part-time paid teachers of different states. In these studies, a stratified sampling technique was employed. As a result, a subjective opinion on various satisfactory parameters has been pointed out for justifying their grievances for their job satisfaction.

There are few studies which indicate a regional disparity in the attitude of different teachers belong to different school’s hierarchy. In this context there is considerable variability has been noticed among the teachers, who teach different classes in their respective school. Similarly, considerable differences have also been observed for the teachers who teach in government and private-school. On the other hand, there is considerable subjectivity has also been noticed length of teaching experience. Various studies also indicate a wider variability in the attitude of male and female teachers, who teach different subjects in their respective states. Similarly, a considerable variability has been noticed for the teachers, who teach in rural and urban areas.

Hence, it is quite obvious that the teachers belong to different age-group, with varied teaching experience, with their different residence location indicate their subjective thinking on the issue related to their job satisfaction.
2.3 Studies Related to Adjustment:-

Bishop, M. & B. Slevin (2004), have assessed educators: In need of attitude adjustment? Surveyed 135 elementary and middle school teachers in the state of Kentucky. They used an indirect measure called the knowledge about Epilepsy (KAE). The results of the study has shown a significant number of the responding teachers, 29.6% of the sample, had negative scores on the KAE, and associated with more negative attitudes about epilepsy.

Decheva (2005) has conducted a study to understand the professional adjustment as a process of becoming well acquainted with the profession and harmonization of a person’s interactions with the professional environment is a long and complex process, which begins with a person, gets acquainted with the profession. Professional adjustment is a long complex process, which begin with entering in to manpower and remain for life time. Professional adjustment of teacher is determined by internal and external circumstances, and their professional interaction between environment and their way of living.

Hota (2000) has conducted a study for assessing the organizational health of secondary school teachers in relation to their adjustment problem in Orissa state. She found a high significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment.

Chandrakanta (2001) has studied the teaching aptitude of primary school teachers and their teaching competency. He found that the knowledge of subject matter, faith in co-operative and democratic way of teaching were positive correlated to flexibility teaching aptitude, planning, presentation, evaluation and teaching competency emotional and social adjustments and also positively correlated to managerial trait. No significant difference was found between the higher and lower teaching competency groups, towards emotional and social adjustment. There was no significant difference in teacher’s teaching aptitude indicating whether they had high or low teaching experience.

Archan Hota (2003) has examined the organizational Health of secondary school teachers of Orissa state in relation to their adjustment problems and some other psycho-social variables. Data was collected from 100 secondary school teachers randomly drawn from 15 secondary schools situated in Puri district of Orissa. She found that a high significant positive co-relationship between organizational health and home adjustment (a) of the secondary school teachers of Orissa. There a high and significant positive relationship of organizational health with health adjustment (b) of secondary school teachers. A high and significant positive relationship was found between organizational health and social adjustment (c) of
secondary school of Orissa as perceived by their teachers. Presence of high significant positive relationship of organizational health with emotional adjustment (d) of the secondary school teachers. A high significant positive relationship was found between organizational health and occupational adjustment (e) of secondary school teachers of Orissa. Finally, there a high significant positive relationship of organizational health with adjustment problems as a whole (W) of the secondary school teachers of Orissa.

Dave, P. and Kulshrestha, A.K. (2004), has conducted a study on 187 (85 rural and 102 urban) primary school teachers to assess personal, professional and social adjustment of Agra district. The inferences drawn from the parameter of primary teachers of both sexes, working in primary schools and were selected through accidental sampling method. The observation clearly shows that the distribution of adjustment scores of the teachers working in primary schools was found normal in nature with slight difference, which may be caused by sampling fluctuation. The mean value of scores indicates that the primary teachers are highly adjusted in social life and least adjusted in professional life. The distribution of the teachers according to the level of adjustment in different areas indicate that majority of the teachers have average level of adjustment. They seem to be satisfied or very satisfied with their personal, professional and social life. The teachers belong to urban areas, seem to least adjusted in social life and better adjusted in professional life than their rural counter parts. The teachers belong to rural areas; seem to be highly adjusted in social life, better in personal life than their urban counterparts, but least adjusted in professional life. The findings show that rural and urban primary teachers do not differ significantly in their adjustment scores.

Singh, H. (2003), has assessed the stress among male and female teachers in relation to their personality needs and adjustment. Seven hundred twenty teachers (360 male and 360 female) of secondary schools / intermediate colleges and degree colleges of Meerut educational region were randomly selected and administered Meenakshi personality inventory and inventories to measure stress and adjustment, developed by researcher were used for data collection. Coefficient of correlation, multiple correlations, ‘t’-test and levels of significance were used for analysis of data. He found that highly adjusted male and female teachers who show equal degree of stress. On the other hand, poorly adjusted male and female teachers show equal degree of stress. Secondary school male teachers show significant relationship in their stress and adjustment. Relationship between stress and adjustment of degree male teachers was not found significant. Secondary school female teachers show significant negative relationship in their stress and adjustment. Female teachers, teaching in degree colleges indicate no significant relationship between stress and
adjustment. Adjustment and personality needs jointly to have a positive and significant correlation with stress in male and female teachers at .01 levels.

Bal Krishna Pal (2009), has assessed the core teaching skills of in-service primary teachers in relation to their self-concept and adjustment. Sampling in order to make sample which could well represent each district of National Capital Territory, Delhi, and both types of schools, this has been done in two stages. The stage first; schools have been selected randomly from each district. From each district, 5% schools of different types i.e., Sarvodaya Vidyalayas and MCD Primary schools have been selected. However, if the total number of school in any category is less than 20 at least one schools in included in the sample. In the second phase of sampling teachers were selected from each type of schools teachers were categorized on the basis of their professional qualifications (i.e. Diploma in Education ETEIJRT and Degree in Education B.Ed.) as well as on the basis of their sex, required number of teachers i.e. 208 from each category was then randomly selected. Major findings and conclusions are: core teaching skills and adjustment are not significantly correlated between MCD primary schools’ and Sarvodaya Vidyalayas’ primary teachers. Core teaching skills and adjustment are not significantly correlated between male and female primary teachers. Core teaching skills and adjustment are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETEJJB) and degree in education (B.Ed.). Self-concept and adjustment are not significantly correlated between MCD primary schools and Sarvodaya Vidyalayas’ primary teachers. Self-concept and adjustment are not significantly correlated between male and female primary teachers. Self-concept and adjustment are not significantly correlated between primary teachers having professional qualification diploma in Education (ETE/JBT) and degree in Education (B.Ed.). Primary teachers of MCD primary school and Sarvodaya Vidyalayas differ significantly in their adjustment. Sarvodaya Vidyalayas primary teachers, indicate a better adjustment than MCD primary school teachers. Sex wise, there is significant difference in the adjustment of primary teachers’ male teachers, indicate a significant better adjustment than the female teachers. Professional qualification having diploma in Education (ETE/JBT) and degree in education (B.Ed.) of primary teachers do not make any significant difference on their adjustment.

Nara, S. (2007), has examined the teaching aptitude and adjustment of senior secondary teachers of Kurukshetra District. She selected 100 senior secondary teachers from private and government schools of Kurukshetra district was selected by convenient sampling method. She founds that an out of 50 male senior secondary teachers, 2 male teachers are very good, 22 male teachers are good, 22 male teachers are average and 4 male teachers are
poor with regard to adjustment. Out of 50 female senior secondary teachers, one female teacher is very good, 24 female teachers are good, 20 female teachers are average and 6 female teachers are poor with regard to adjustment. There is no significant difference in adjustment between private and government senior secondary teachers. There is no significant difference in adjustment between male and female senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of private senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of government senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of male senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of female senior secondary teachers.

Kumar, M. (2001), has studied the adjustment level of primary school teachers for Ambala district. This observation clearly shows that there was a significance difference in the adjustment level of male teachers, working in government schools in rural areas are better adjusted than female teachers. Female teachers, belong to rural areas were better adjusted as compared to urban areas. The female teachers belong to urban areas, who teach in government schools were better adjusted as compared to aided schools. Female teachers, who teach in the government school in rural areas, were better adjusted than the aided school in urban areas. Total adjustments of male teachers were better as compared to female one.

Manpreet (2002), has examined the burn-out and adjustment pattern of primary school teachers in Haryana. Results revealed that no significant difference in adjustment pattern of male-female, rural-urban, high-low age group, married-unmarried, high-low qualified and government-private school teachers situated in rural and urban areas of Haryana. High-low experienced teachers getting full pay scale in government primary schools and on fixed salary in private/public schools.

2.4 Overview:-

In context to adjustment issue, various studies have been carried out by the foreign and native authors to high-light the problematic areas of adjustment in the varied environment of different school. On the basis of empirical studies, carried out by different authors and educationists, a considerable variability has been noticed for adjustment issue. In order to make an empirical study, various stratified sampling of data have been collected from different strata of teachers belong to different age-groups, male-female, teaching experience, place of residence (rural or urban), indicate a wider subjectivity on this issue.
Various statically technique, which have been used to draw some of inferences from the observed data taken from different teacher’s hierarchy, belong to different central and state’s schools of different states of India.

On the basis of various observed data which indicate an objectivity as well as subjectivity in the views of different teachers on the issue of adjustment in different environment. Similarly there is narrow variability, which has been observed in accordance with different age-groups, sex, teaching experience, type of residence (rural or urban), government and aided schools, between married and unmarried, contract paid teachers and full pay paid teacher.

Hence, it is quite obvious that the response, given by different teachers, belong to different schools indicate an objectivity thinking as well as subjective thinking about adjustment phenomenon.

2.5 Studies Related to Well-being:

John L. Romano; Kyla Wahlstrom (2000), examined the professional stress and well-being of K-12 teachers in alternative educational settings: a leadership agenda. The totals 215 K –12 educators, who teach in alternative educational programmes, were surveyed on their well-being. Quantitative and Qualitative responses were received from 60% of the teachers surveyed. The findings revealed that educators experience moderate to high stress is negatively related to several domains of well being. Implications of the study for school districts and educators in alternative programmes are discussed.

Geoff Troman, (2000), has assessed the teacher stress in the low-trust society. Recent accounts of teacher emotions and cultures of teaching have been observed that unsatisfactory social relationship with adults, e.g. colleagues, head teachers, parents and inspectors; elicit hostile emotions derived from teachers. This article examines why this should be the case. Some commentators have used labour process theory to advocate for intensification of work and government policies promoting managerialism in schools is the roots of the problem. This article uses qualitative data from a study of primary school teacher. It argues that while intensification of teachers’ work is certainly involved in eroding positive staff relationships, it is also changing the trust relations in high modernity that are shaping the social relations of low-trust schooling, and having adverse effects on teachers’ physical and emotional well-being and their professional relations.

Joan E. Van Horn; Wilmar B. Schaufeli; Toon W. Taris (2001), have studied the lack of reciprocity among Dutch teachers: Validation of reciprocity indices and their relation to
stress and well-being. This finding presents the results of two similar studies on the convergent and construct validity of three measures of reciprocity in exchange relationships at work. In study 1, 71 Dutch teachers were interviewed about their specific investments and outcomes in the exchange relationship with their students, colleagues and school. Study 2 validated these specific reciprocity measures by relating them to two global assessments of reciprocity (Convergent validity) as well as to measures of well-being (Construct Validity). 

LISRFL-analysis of data obtained from a further sample of 224 teachers revealed that for each type of exchange relationship there were significant, consistent and meaningful relationships among the three reciprocity measures. Further, hierarchical regression analysis showed that the reciprocity measures were differentially related to measures of well-being. Implications are discussed.

Dear Keith, Henderson Scott and Korten Ailsa (2002), they founded in a National Survey of Mental Health and Well-being that well-being was higher in persons with tertiary education and in those owning or purchasing their homes. It was lower in the people who suffer with physical or mental disorders, particularly depression.

R. Seibt; M. Jacobi; L. Lutzkendorf; D. Knopfel; G. Freude (2003), has conducted a study on 78 teachers (64 female, 14 male) to assess the work load and vitality among young and older Gym teachers. The influence of different physical, psychological and social functions on work ability was studied in two age groups of school teachers as a prerequisite for proposing measures for maintaining and promoting work ability and well-being. The work ability index (WAI) was applied to evaluate work ability, a measuring station of vitality for evaluating of the complex performance capacities. WAI is based on self-evaluation of the work ability. The measuring station of vitality comprises 45 age related indicators for evaluating physical, psychological and social functions characterising the functional state of the organism. Participants were divided into two age groups (AK1: <45 years, n = 44; AK 2: ≥ 45 years, n = 34). The mean age of the two age groups was 39+-4 and 53+-5 years, respectively. The findings revealed that the mean WAI of group AK1 (40 points) is higher than the mean WAI of group AK2 (37 points). Only 25% of teachers in group AK1 show poor or moderate work ability in comparison to 44% in group AK2. Interestingly, the frequency of excellent (AK1: 14% AK2: 19%) as well as poor work ability (AK1: 2%, AK2: 13%) is higher in AK2 than in AK1. AK1 is characterised by a better state of the cardiovascular system, a better vision and hearing acuity and better mental abilities.
(concentration, memory; problem solving abilities). These abilities are marked better than average in the reference population.

Denis Hayes (2003), has examined the emotional preparation for teaching: a case study about trainee teachers in England. With the attention that has been given in recent years to emotional literacy and its implications for working practices. This article seeks to contribute to a fuller understanding of the impact of emotions on the personal well-being and motivation of 41 primary (elementary) trainee teachers in a university in the South-west of England. Through a process of reflective writing, respondents describe the way that their emotional state affected their confidence and enthusiasm for teaching. These emotions were both edifying (largely associated with the prospect of being back in school) and enervating (largely associated with concerns emanating from previous school experiences and conforming to a new school situation). These findings indicate that a typology of emotional condition consists of anticipatory, anxious, Fatalistic and affirming emotions. The research highlights the impact of emotional condition on trainee teachers’ ability to function efficiently and suggests that in a time of rapid change and increasing pressure on teachers from different direction, learning to cope with emotions is an important element of training. Consequently, it is proposed that the impact of emotions on trainee teachers deserves considerably more attention than has hitherto been recognised.

Peter Kelly, Derek Colquhoun (2003), has assessed the governing the stressed self: teacher ‘health and well-being’ and ‘effective schools’. In diverse arenas, there is much discussion about the dangerousness of contemporary lifestyles including the stressful nature of work. These stresses associated with contemporary lifestyles and work are dangerous in so far as they are conceived as placing at risk the emotional, physical and psychic health and well-being of large populations. In this paper we engage with debates about the stressful nature of teachers’ work, and the ways in which teacher health and well-being are constructed as being central to the task of delivering more effective schools. In this article, we are not so much concerned with the nature of teacher stress as an indication of individual physical, emotional or psychic health and well being, as with understanding how it is that at this particular historical juncture, the self can be so widely conceived in terms of stress. Moreover, what processes make it possible at this moment to link the success or otherwise of a massive institutional process of state-regulated schooling to the health and well being of teachers and the management of this health and well-being by school managers? We argue that in a policy context, devolves various responsibilities to self-managing schools, the government of the stressed self emerges as an ethical concern for teachers and those who
manage them (Foucault, The use of Pleasure, New York, Pantheon, 1985). Our purpose is too problematic these processes so that responsibilities for delivering on the promise of effective schools might be differently framed and debated.

Dunlop, Claire A Macdonald, Ewan B. (2004), has conducted a study of teachers’ health and well-being Scotland. There were three components to the research, the aims of which were: (i) to map the context and support which is currently offered to teachers in Scotland. (ii) To ask teachers themselves about their health needs and the support they would like to be offered in the future. (iii) To catalogue the interventions from around the world which might be effective in addressing teachers’ health and well-being? Data were collected for each strand respectively through survey of the HR Departments of all 32 Scottish Local Authorities to determine the nature and extent of support for health and well-being issues among teachers, health and well-being questionnaire survey of a sample of teachers drawn from the resister of the general teaching council of Scotland and a focus group session with staff members in a SEN school and “rapid evidence assessment” using international social science and occupational health databases to search for relevant literature on health interventions which have been used to improve health and well-being in the teaching across the world. This report summary the results from all three strands of the research project.

Taciano L. Milfont, Simon Denny, Shanthi Ameratunga, Elizabeth Robinson and Sally Merry (2008), have examined the Burnout and Well-being: Testing the Copenhagen Burnout inventory in New Zealand teachers. The data consist and get the relationship between burnout and well-being among this population of New Zealand secondary school teachers. As expected, burnout was negatively related to well-being measures (Well being index, school connection, and perceived general health). The finding indicate also highlight the potential impact of burnout on the health and well-being of teachers.

Unterbrink, T. Zimmermann, L., Pfeifer, R., Wirsching, M., Brachler, E. and Bauer, J. Germancy (2008), have made a study on parameters influencing health variables in a sample of 949 German teachers and found significantly strained health of school teaches. Only little is known about the influence of single parameters that may act as predictors of teachers’ ill health. Investigators used steps-wise regression in a sample of N = 949 school teachers, analyzed the correlation between personal and professional parameters on the one side and measures such as GHQ, MBI and ERI on the other. A significant correlation of work place-related factors with parameter of ill health was found. Comparing all other factors which were considered, verbal insults by the pupils had the strongest impact. Positive feedback by
parents and pupils or support by colleagues and school heads had a significant protective influence. It was concluded that interpersonal factors appear to play a prominent role with respect to both strain and protection of teachers’ health.

Nadine Engles, Gwendoline Htton, Geert Devos, Dave Bouckenooghe, Antonia Aelterman (2008), have examined the Principals in schools with a positive school culture. The study focuses on the profile of principals, who seem to be able to shape the school culture to best encourage teaching and learning. Data from a representative sample of primary schools (N = 46) were collected through questionnaires for principals and for teachers (N = 700) and semi-structured interviews with the principals. Functioning, well-being and personal characteristics of the principal, structural and cultural characteristics of school, and organisational context are examined. Compared to their opposites, principals in schools with cultures stimulating professional development, combine (1) type a, achievement-oriented behavior, (2) transformational leadership, (3) a preference for tasks related to education matters and people management and (4) effective time management allowing them to devote most of their time to their preferred role and task component.

Rosemary Webb, Graham Vulliamy, Anneli Sarja, Seppo Hamajaainen, Pirjo-Liisa Poikonen, (2009), have studied the Professional learning communities and teacher well being? The article is a comparative analysis of the policy and practice of professional learning communities (PLCs) in Primary school in England and Finland. The concept of PLC has become a globally fashionable one and has been explicitly advocated in policy documents in both countries. Drawing from a database of qualitative semi-structured interviews with primary teachers, four key themes affecting their work and well-being are identified: the primary school community, collaborative working; continuing professional development and trust and accountability. The realities of PLCs as experienced by primary teachers in each country are contrasted. Similarities in teachers’ responses were found especially in examples of education policy borrowing. However, the different cultural contexts in each country resulted in some fundamental differences that strongly influenced the nature of, and possibilities for, school PLCs. While ideal notions of PLCs may be difficult to realise, it is argued that it is an important concept worth developing for its potential contribution to teacher well-being.

Stavroula Kaldi, (2009), has conducted a study on 170 student teachers’ perceptions of self-competence in and emotions/ stress about teaching in initial teacher education. This study focuses upon identifying and classifying prospective teachers’ perceptions of self-competence in teaching after a four year university course on primary education and the
relationship between their personal well-being, views, emotions and stress about teaching and their teaching competencies during their undergraduate school teaching practice. Data collection was done by questionnaires from two Cohorts of final year student teachers in a Greek university department of primary education. The findings revealed that prospective teachers rated their general teaching skills above moderate levels indicating that they felt just competent to start teaching, their personal well-being was not strongly affected by the teaching itself. This study contributes to the ongoing discussion about developing positive teaching experiences and effective teaching competencies for prospective teachers.

Judi Kidger, David Gunnell, Lucy Biddle, Rona Campbell, Jenny Donovan, (2009), have assessed the part and parcel of teaching? Secondary school staff’s views on supporting student emotional health and well-being. The need for schools to support children and young people’s mental and emotional health is increasingly emphasised in policy initiatives, yet the role of teachers in this has been under explored. This paper reports findings from qualitative, semi-structured interviews with 14 school staff at eight secondary schools in England, examining emotional health and well-being (EHWB) activities in which they were involved. Three emergent themes are discussed: (1) a strongly held belief that teaching and EHWB are inevitably linked; (2) a perception that many colleagues outside the study sample are reluctant to engage in EHWB Work; and (3) a concern that teachers’ own emotional health needs are neglected, leaving them unable or unwilling to consider those of pupils. The findings revealed that endorse whole-school approaches to emotional health, with a focus on teachers’ training and support needs and clearer aims including consideration of how such work fits with the broader goals of schools.

Verma, R. (2002), has studied the mental Health of Primary school teachers as related to some psycho-social variables as residential, sex, caste, intelligence and teaching interest. The sample consisted of 300 primary teachers (150 male, 150 female) were selected randomly through survey method from the district Almora. The tools used were: Jodhpur Muttiphasic Personality Inventory by M.C. Joshi and A.K. Malik, (2) Progressive Matrices by Raven, Court and Raven, (3) Interest in teaching scale by S.B. Kakkar. Statistical techniques like ‘t’ test, 4 x 2 factorial design, and analysis of variance were used to analyse the data. The observation clearly shows that rural and urban male teachers were not significantly different in mental health (MH). The teachers from different caste categories general, backward class, ST and SC–were not significantly different in Mental Health Problems. The age of Primary teachers was significantly related with mental health.
Intelligence of the teachers was associated with the mental health factors. The teachers having high and low teaching interest were not significantly different in mental health.

Hitendra Pillay, Richard Goddard and Lynn Wilss (2005), have examined the Well-being, Burnout and competence: Implications for teachers. The sample consisted of 500 teachers in government schools and the sample comprised 41 (26%) male and 116 (73.9%) female teachers. Most held full-time (82.8%), permanent positions (93%) and were 41-50 years of age (35.7%). The majority of teachers that is 71.3% were either married or living with a partner and 54.1% had Bachelor degrees. Teachers’ work today comprises a complex mix of various factors that include teaching; learning new information and skills; keeping abreast of technological innovations and dealing with students, parents and the community. These are demanding roles and there are growing concerns about teacher well-being and competence. Overall, the findings of this study hold implications for teacher training courses and the well-being and competence of teachers.

Thakur, K.S. and Sharma, M. (2009), have conducted a study on 240 teachers to assess the effect of certain demographic variables on mental health of secondary school teachers. The present paper aims to determine the effect of area of belongingness, area of service and gender on mental health of secondary school teachers serving in tribal and non-tribal areas of Himachal Pradesh. Mental Health Inventory by Srivastava, A.K. and Jagdish (1983) was administered. Data were selected through random cluster sampling technique from 70 government school teachers of 7 districts of Himachal Pradesh. Statistical technique of analysis of variance (2 x 2 x 2 factorial design) was used to analyse the mental health scores of male and female teachers servicing in tribal and non-tribal areas, and belonging to tribal and non-tribal areas. The results indicated that there is a significant difference in the mental health of secondary school teachers serving in tribal and non-tribal areas were also found to differ significantly with respect to their mental health.

2.6 Overview:-

In context to well-being issue, various native and foreign authors have carried out various empirical studies on the different age-groups, sex teaching experience, type of residence (rural or urban), government and private school / aided school, marital status and full-time or part-time paid teachers on this issue. On the basis of various empirical studies, which indicate variability in the attitudes of the teachers, belong to the schools of different hierarchy. The findings indicate that the educators experience moderate to high stress is negatively related to several domains of well-being. The other parameters like culture and
other reciprocal relationship with adults, colleagues, head teachers, parents and inspectors, elicit-hostile emotions derived from the teachers.

In order to advocate their different notions and theories various ‘behavioural studies’ have been carried out in different school. On the bases of these studies, a ‘considerable change’ has been observed which affect the changing trust relationship in the changing modern time. It has also eroded the perpetual kin-ship ties, and had an ‘adverse effect’ on physical and emotional well-being and foreign authors who have covered the parameters of health and tried to correlate with ‘well being’ phenomenon, and brought out a variability in efficiency, resulted from ‘tertiary education’ and ‘purchasing homes’. Similarly, it has also affected the physical, psychological and social functions on ‘work ability’ among the teachers of different areas. In this context, some of authors have advocated for typology of emotional condition consists of anticipatory, anxious, fatalistic and affirming emotions. On the other hand, some of authors have tried to correlate ‘health & well-being’ and ‘effective schools’. They have pointed out on stressful situation of teachers, which affect the teacher’s health and psychic health and efficiency for performing their duties of different orders.

2.7 Studies Related to Correlation between Job Satisfaction and Well-Being:

Renato Pisanti, Maria Pia Gagliardi, Simona Razzino, Mario Bertini (2003), have conducted a study on 2182 teachers to assessed the occupational stress and wellness among Italian secondary school which involves 11 European countries. Two aims were of the present study : To examine the relationship between job conditions and wellness/health outcomes on a group of 169 Italian secondary school teachers, by using the job demand – control – support (JDCS) model (Karasek and Theorell, 1990); to analyse the differences with other European countries in the light of specific cultural differences. Controlling for age and gender, results of hierarchical regression indicated that job control and social support combine in different additive patterns with job demands to explain the well-being outcomes (job satisfaction, emotional exhaustion, depersonalisation, somatic complaints). The predictor’s linearity check indicated that the job demands variable is curvilinear associated both with emotional exhaustion (p < 0.01). As compared to the average of the other European countries, on the positive side, the Italian teachers manifest both a higher degree of personal accomplishment and a lesser degree of depersonalisation; on the other hand, they claim a lesser degree of social support and a higher degree of somatic complaints.
Anne Rasku, Ulla Kinnunen (2003), conducted a study for assessed the job conditions and wellness among Finnish upper secondary school teachers. The aim of the present study was to compare the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. The Finnish data (n = 232) were gathered in the spring term of 1998 by Postal questionnaires (response rate 62%). The European reference sample consisted of 1950 upper secondary school teachers from ten European countries. The Finnish upper secondary school teachers assessed, in particular, their job conditions (e.g., lower job demands and higher job control), but also their well-being (higher level of job satisfaction and lower level of depersonalisation and somatic complaints) as better than their European colleagues. Job demands and control had only main effects on well-being: high demands explained low job satisfaction, high emotional exhaustion and high depersonalisation, and high control explained high job satisfaction and high personal accomplishment. The additional job conditions and coping strategies increased the explained variance of somatic complaints, emotional exhaustion, and personal accomplishment.

Miller G.V, Travers C.J. (2005), have examined the ethnicity and the experience of work: Job stress and satisfaction of minority ethnic teachers in UK.on the findings of a nationwide investigation into the mental well-being and job-satisfaction. Data were collected via a questionnaire containing both open and closed questions. 208 participants were derived from the National Union of Teachers (NUT) database of minority ethnic teachers and an advertisement in the NUT’s teacher magazine. Univariate analysis of the results revealed that this group of teachers, as compared to other groups was experiencing poorer mental health and lower job satisfaction. They are the ‘hierarchy and culture of the school’, workload’, ‘cultural barriers’, and the ‘lack of status and promotion’. Multiple regression analysis discovered that ‘total stress’, ‘total self-esteem’, ‘working conditions job satisfaction’ and ‘total discrimination’ were the major predictors of mental ill-health in the minority ethnic teachers. Job dissatisfaction was predicted by ‘total discrimination’, Workload ’, ‘total general health, resolution strategy and the ‘lack of status and promotion’.

Schindler B.A., Novack D.H., Cohen D.G., Yager J., Wang D., Shaheen N.J., Guze P., Wikerson L., Drossman D.A. (2006), conducted a study for assessed the impact of the changing health care environment on the health and well-being of faculty at four medical schools. The authors examined whether work-related stressors in academic medicine negatively affected the physical and mental health, as well as life and job satisfaction, of academic medical school faculty. A 136 item self-administered anonymous questionnaire
modified from a small 1984 study was distributed to 3, 5, 19 academic faculty at four U.S.
medical schools following institutional review board approval at each school. Validated
scales measuring depression, anxiety, work strain, and job and life satisfaction; a checklist of
common physical and mental health symptoms; and questions about the impact of
institutional financial stability, college attrition, and other work-related perceptions were
used. Responses were analyzed by sex, academic rank, age, marital status, faculty discipline,
and medical school. The observation clearly shows that responses were received from 1951
full time academic physicians and basic science faculty, a 54.3% response rate. Twenty
percent of faculty, almost equal by sex, had significant levels of depressive symptoms, with
higher levels in younger faculty. Perception of financial instability was associated with
greater levels of work strain, depression and anxiety. Significant numbers of faculty
acknowledged that work related strain negatively affected their mental health and job
satisfaction, but not life satisfaction or physical health. Specialties were differentially
affected. There conclusions are: High levels of depression, anxiety and job dissatisfaction
especially in younger faculty raise concerns about the well-being of academic faculty and its
impact on trainees and patient care. Increased awareness of these stressors should guide
faculty support and development programs to ensure productive, stable faculty.

G. Devos, D. Bouckenooghe, N. Engels, G. Hotton, A. Aelterman (2007), have
conducted a study on 46 teachers to an assessment of well-being of principals in Flemish
primary schools. Data from a representative sample were collected through questionnaire
(Principals and teachers) and semi-structured interviews (Principals). The findings of the
research are: The quantitative and qualitative outcomes suggest that well-being is a complex
psychological phenomenon affected by a myriad of factors. The analyses indicate that general
self-efficacy and achievement orientedness are significantly correlated with several aspects of
positive (i.e. job satisfaction and job enthusiasm) and negative well-being (i.e. cynicism and
personal accomplishment). With respect to school culture and structural characteristics, very
weak almost negligible effects are noted. In addition, the analysis demonstrates the
significant role school boards fulfill in explaining both positive and negative well-being.
Finally, the role of central government in generally is found to affect well being in a negative
way.

Yau Ho P. Wong (2008), examined the Kindergarten teachers’ perceived school
culture and well-being: a comparison of non-profit making and profit making kindergartens.
Previous research has rarely examined teachers’ perceptions of school culture (perceived
school culture) and well-being in Hong Kong’s non-profit-making (NPM) and profit making
(PM) kindergartens. Thus, the purpose of this study was twofold: first, it examined the relationship between Hong-Kong Kindergarten teachers’ perceived school culture and well-being. Second, it compared NPM and PM Kindergartens in terms of teachers’ perceived school culture, job satisfaction and mental health complaints. Kindergarten teachers were invited to complete a set of questionnaire including a school culture survey, job satisfaction survey and general health questionnaire. Results showed that teachers’ perceived school culture correlated positively with their job satisfaction but negatively with mental health complaints. Interestingly, teachers in NPM Kindergartens had higher job satisfaction and fewer mental health complaints than those working in PM Kindergartens. The implications of promoting Kindergartens’ school culture and teachers’ well-being are discussed.

Yuch ling Kuo (2008), conduct a study of elementary school teachers’ leisure satisfaction and well-being in Pingtung country. Data were collected by a quantitative method, which is translated by yi-Ning yang it “leisure satisfaction questionnaire” and established by yu-Ping Chen establishes it “the teacher well-being questionnaire” and were analyzed by “the description statistics”, “t-test”, “one-way ANOVA”, “Pearson product-moment correlation”, “stepwise regression analysis” and so on statistical methods. The findings revealed that the leisure satisfaction of elementary school teachers in Pingtung County is above average, the aspects, sorting descending according to the scores, are “Relaxation”, “Aesthetic” “educational”, “social”, “psychological”, “psychological”. The well-being of elementary school teachers in Pingtung County is above average, the aspects, sorting descending according to the scores, are “independency”, “interpersonal relationship”, “job achievement”, “material satisfies”. The leisure satisfaction of elementary school teachers in Pingtung County will not be different due to the difference of sex, age, marital status but will be different due to the difference of position, service years. The leisure satisfaction of elementary school teachers in Pingtung County will not be different due to the difference of age, service years but will be different due to the difference of sex, position, marital status. The leisure satisfaction of elementary school teachers in Pingtung County is in direct correlation with the well-being, i.e. the teacher’s leisure degree of satisfaction is higher, and teacher’s well-being is also higher. The results show that elementary school teacher’s leisure satisfaction may forecast the well-being effectively.

Srivastava, B. (2003), has studied the mental health, values and job satisfaction among teachers of Hindi and English Medium schools. The sample consisted of 268 teachers (114 male and 154 female) selected by stratified random sampling techniques from nine Hindi Medium and five English Medium schools of Mathura District U.P. Data were
collected through test of Mental Health (Anand, S.P. 1995), test of values (S.S. Srivastava and K. Rai, 1999) and teachers job satisfaction inventory constructed by the investigator. Statistical techniques like Mean, t-ration and Pearson’s Product moment method were computed to analyze the data. Results revealed that the mental Health level of both the Hindi medium and English Medium teacher is normal and satisfactory on the whole, but there is still more scope for its improvement, particularly in the case of English medium male teachers group. Male English Medium teachers are significantly higher on health value. Job satisfaction of these teachers is quite normal and satisfactory, but there is still some scope for its improvement. Female teachers of English medium show significantly higher job satisfaction their male counterparts. They record highest job satisfaction among all other groups. Economic and health values are negatively correlated with job satisfaction among these Hindi medium teachers. Aesthetic value is also negatively correlated with job satisfaction in Hindi medium female teachers group. Power value is positively correlated with mental health among English medium teachers. Mental health and job satisfaction have significantly positive correlation in the male English teacher group. Health and religious values are positively correlated with mental health among English medium female teachers, but knowledge value is negatively correlated with mental health in this very group.

Nagai M., Tsuchiya KJ, Toulopoulou T., Takei N. (2007), assessed the poor mental health associated with job dissatisfaction among school teachers in Japan school teaching is regarded as a stressful occupation. The present study aimed to compare the likelihood of having minor psychiatric disorders (MPD) among school teachers with that among civil servants, and to investigate what factors were specifically associated with MPD in teachers. Data were collected by a questionnaire survey method of 403 teachers employed at state schools and 611 civil servants as a comparison group in a medium sized city in Japan. The response rate was 59.6% for teachers and 62.0% for civil servants. Logistic regression analysis was used to identify the factors associated with MPH. Although the proportion of subjects with MPD among teachers was greater than that among civil servants, the difference in the proportion was not statistically significant in the multiple logistic regression analysis adjusted for potential confounders. In a separate analysis of the teachers, reduced job satisfaction and shorter time spent of leisure were significantly associated with an increased likelihood of having MPD. In the group of civil servants, longer working hours, reduced life satisfaction, a history of sick leave, and physical illness were associated with an increased likelihood of having MPD. When this analysis was conducted separately for male and female teachers, job dissatisfaction alone was associated with MPD only in female teachers. Poor
mental health of Japanese school teachers, female teachers in particular, was found to be associated with job dissatisfaction.

### 2.8 Overview:

Various English and American authors have put forwarded the studies related to correlation between job satisfaction and well-being parameters. The studies examine the relationship between job conditions and wellness / health outcomes on a different foreign school. Keeping in view various stratified samplings based on age & gender indicate hierarchical regression of job control and social support together in different additive patterns with job demands to explain the well-being out comes. On the other hand, the other authors who have needed different qualitative and quantitative parameters to analysis different response given by the teachers belong to different schools of different countries. They have tried to correlate the phenomenon job stress and satisfaction of minority ethnic teachers, who suffer from poorer mental health and lower job satisfaction. They are the ‘hierarchy and culture of school’, ‘workload’, ‘culture barriers’, and the ‘lack of status and promotion’.

With the help of various statically tools, which have been proved to draw inferences like ‘total stress’, total self-esteem’, ‘working conditions job satisfaction’ and ‘total discrimination’ were the major predictors have been made for ill-health in the minority ethnic teachers, job satisfaction etc. on the other hand, various other studies have also been carried out on sex, academic rank, age, male-female, marital status, faculty discipline and medical school, which indicate a ‘cause-effect relationship’ between the different variables and their likely consequences like stress on mental health, job satisfaction, depression and anxiety etc.

In this context, mental health and job satisfaction have significantly positive correlated with health and religion values. While the other authors high light the phenomenon like “Relaxation”, “Aesthetic”, “education”, “social”, “psychological”. The well-being of elementary school teachers in Pingtung country is above average, the aspects, sorting descending according to the scores, are “independency”, “interpersonal relationship”, “job achievement”, “material satisfies” etc. In this context, some of other studies indicate that the group of civil servants, longer working hours, reduced life satisfaction, a history of sick leave, and physical illness were associated with an increased likelihood of having minor psychiatric disorders.
2.9 Studies Related to Correlation between Job Satisfaction and Adjustment:-


Shafeeq, N.Y. (2003), studied the low and high salaried group teachers teaching visually impaired in relation to their adjustment and job satisfaction. The sample comprised of 37 teachers who were selected randomly from Ahmadi School for the Blinds, AMU, Aligarh and Sri Ajrananji Maharaj Andh Vidyalaya, Hardwar. Two tests namely teacher Adjustment Inventory by S.K. Mangal (1982) and job satisfaction scale by Meera Dixit (1993) have collected the data. The data were analyzed by employing Mean, S.D. and ‘t’ ratio. The observation clearly shows that Found the investigator, salary does not have any significant effect on adjustment of the teachers teaching the visually disabled. Salary does not play a vital role in their magnitude of satisfaction.

Obdulia Moreno – Abril, Juan de Dios Luna-del-Castillo, Carmen Fernandez Molina, Dolores furado, Manuel Gurpegui, Pablo Lardelli – Claret and Ramon Galvez – Vargas (2007), examined the factors associated with psychiatric morbidity in Spanish school teachers. The sample of 498 non-university teachers in the city of Granada (Southern Spain) were studied with a questionnaire comprising items that covered work related variables (Work and Professional variables, as well as job perceptions), socio-demographic characteristics of the teachers and personality, evaluated with the temperament and character inventory (TCI–125). The dependent variable was psychiatric morbidity, measured as scores 76 on the GHQ-28. Crude and adjusted odds ratios between each independent variable and psychiatric morbidity were obtained. These observations shows that in the adjusted analysis, psychiatric morbidity was associated with heavy workload, physical assault from pupils, low appraisal by superiors, low job satisfaction, high stress, female gender and (regarding personal characteristics) high scores for harm avoidance and novelty seeking and low scores for self-direction.

Bradford Tuck, Matthew Berman, Alexandra Hill (2009), assessed the local amenities, unobserved quality, and market clearing: Adjusting teacher compensation to provide equal
education opportunities. Local school districts differ in their ability to pay for teacher quality, and in the amenities they offer as places to live and work. Market clearing with heterogeneous quality yields geographically varying teacher salary levels that confound scarcity with unobserved differences in quality. The paper discusses identification and estimation of a model of quality-adjusted teacher salaries in local markets with unobserved market-clearing prices. Exogenous variables in the model include community and district characteristics, job characteristics and working condition, and individual characteristics. We apply the model to estimate the relative cost of providing comparably qualified teachers for urban and rural public schools in the state of Alaska, which has high geographic variation in amenities and local financial resources. The quality adjusted geographic salary differentials implied by the results suggest much larger compensation differentials for isolated rural schools that most of these school districts can afford under current levels of state support.

2.10 Overview:

In order to correlate job satisfaction and adjustment, some of Indian authors have highlighted the parameters like self concept, anxiety, adjustment and attitude towards teaching of different teaching; belong to different schools of sc and non-sc’s. On the other hand, another study indicate a that the salary does not have any significant effect on adjustment if the teachers teaching the visually disabled. Whereas, some of findings based on empirical studies, carried out for other schools, indicate that crude and adjusted odds ratios between each independent variable and psychiatric morbidity were obtained. These observations indicate that the adjusted analysis, psychiatric morbidity was associated with heavy work-load, physical assault from pupils, low appraisal by superiors, low job satisfaction, high stress, female gender and high score for harm avoidance & novelty seeking and low scores for self-direction. In this context, the other studies related to local amenities, unobserved quality and market clearing. The paper discusses identification and estimation of a model of quality-adjusted teacher salaries in local markets with unobserved market-clearing prices. Various economic parameters determine the regional characteristics of quality adjusted geographic salary differentials implied by the results suggest larger compensation differential for isolated schools, belong to rural areas. The schools, located in the urban areas are in a position to afford under current levels of government support.
2.11 Studies Related to Correlation between Adjustment and Well-being:-

Niradhar Dey (2009), has conducted a study on 120 teachers to assess the teacher adjustment and mental health of secondary school. Mangal teacher adjustment inventory and RCE mental health scale of teachers were used. The findings reveal that mental health and teachers’ adjustment is associated with each other. A mentally healthy teacher can be expected highly adjustable and vice-versa. The female teachers were more mentally healthy and highly adjustable.

2.12 Overview:-

Studies related to correlate the adjustment and well-being, indicate that the teacher’s adjustment and mental health of secondary school are highly adjustable and vice-versa. The female teachers have found more mentally healthy and highly adjustable in different environment.