Chapter-3

Review of related studies and hypotheses
CHAPTER–3

REVIEW OF RELATED STUDIES AND HYPOTHESES

3.1. STUDIES RELATED WITH JOB STRESS OF TEACHERS

Studies Conducted in Abroad

As per Srivastava (1978) study life satisfaction improved as income increased, and this was true even when occupation level was kept constant. Top level executives, however, had the highest mean number of job stress symptoms and those in the middle category the least.

Parkhouse (1980) investigated the relationship of job satisfaction of faculty characteristics and administrator's traits. The Cattell's 16 PF Personality Inventory, the Job Description Index (JDI) were used. The total job satisfaction score was significantly related (p = .05) to only 2 of the 16 personality traits of the administrators. One of the JDI sub scales, pay, was not significantly related to the total job satisfaction. When job satisfaction was analyzed by faculty variables, significant differences occurred.

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

a) What extent do teachers perceive the teaching profession to be stressful; b) to what extent do teachers feel they are personally experiencing occupational stress; c) which teaching events and
general factors derived from them do teachers perceive to be most stressful; and d) what relationship exist between teacher perceptions of stress and characteristics of teacher age, sex, marital status, teaching grade level, years of experience and position in the school? Ninety six percent (96%) of the sample completed and returned the teaching stress questionnaire. More than half i.e. 57.4% of the respondents rated the profession as very stressful or extremely stressful. Thirty eight percent (38%) reported experienced personal stress at those levels.

Fielding (1982) conducted a study with the primary objective to determine whether personality characteristics of teachers affect their perceived level of stress and burnout. Another objective was to determine whether school climate interacts with personality factors to influence stress and burn outs. A random sample of 162 teachers in a junior high/middle schools completed 6 stress and burn out measures and a measure of school climate. Teachers reported a moderate to substantial amount of stress and burn out on the six scales measuring these variables. The highest level of stress was generally reported in inter personal situations and second highest level was reported in new situation.

Fordhan (1986) investigated the effects of perceived teacher stress and work environment complexity, on job satisfaction of Physical Education faculty at division 1-AA institutions. In addition, difference in the job satisfaction of Physical Education faculty who perceived high or low occupation stress, and employee in a simple or complex environment were studied. Multiple regression
analysis revealed a moderate effect between work environment complexity and work satisfaction. A moderate negative effect was exerted on work satisfaction by the stress variables. The data were presented in a 2 x 2 cross tabulation which showed Physical Educators with higher job satisfaction. The data indicated that the perception of low occupation stress produces greater work satisfaction.

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

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

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

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

Matone, (1986) studied analysis of job stress, manifestation and coping behaviour of head high school coaches and the purpose was to identify various job and non-job related situations which contributes significantly to the job stress experienced by head high school coaches. A secondary problem focused on evaluating how job stress manifested itself in regards to health, burn out and behaviour of head high school coaches coped with their job stress. A total of 627 head high school coaches from public high schools in the commonwealth of Virginia participated in the project.

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

Longford, (1988) studied the relationship between job stress and job satisfaction and the purpose of this study was to determine the relationship between stress and job satisfaction for seventh day Adventist boarding academy teachers in southern and south-west unions. Principal’s groups teacher salary, problems facing boarding academic and the goals of education are also studied.

Major conclusions were the following:

(i) Stress was a significant determiner of teacher job satisfaction.

(ii) Principal’s length of service was correlated with teacher satisfaction.

(iii) Low teacher salaries was the major reason for teachers leaving the profession.

Major recommendations of the study were following:

1. The local conferences and academy boards should study with a view to identifying and removing unnecessary stressors, to making use of paraprofessionals to reduce teacher load, to being more selective in the placement of principals, thus
promoting administrative stability and to allocating sufficient funds for teachers salaries to retain quality teachers.

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

Richardson (1989) investigated the relationship of occupation stress and certain demographic variables to job satisfaction among, licensed professionals counselors in Virginia. Of the counselors participating 48.5% indicated that they experienced some job stress but 78.5% indicated that they were satisfied with their present work responsibility impacted positively with job satisfaction. As the score on the stress sub-scale increases. The score on general job satisfaction increase. Older, more experienced counselors indicated higher levels of job satisfaction.

Alikah (1995) analysed stress among the faculty at urban universities in Texas by their salary level, sex, academic rank, university age group, material status, tenure status or the level of classes taught with N-302, Faculty Stress Index (FSI) developed by Walter H. Ameleh (1982). One way analysis of variance (ANOVA) was used to measure the dependent variables of (1) service (2) Research (3) Teaching (4) Reward and recognition (5) Time constraints (6) Department influence (7) Professional identify (8) Student interaction and (9) Total scale. Among the females, it was found that middle age groups and assistant profession had higher level of stress.

Drehring (1992) conducted a study the purpose of which was compare job related stress among adapted physical educators,
regular physical educators and teachers with a split assignment including both teaching areas. A casual comparative study was conducted in which 53 secondary Physical Education teachers were administered a job related stress survey, Teacher Stress Inventory (TSI) was used to assess job related stress. Demographic data were also collected. Results of the study indicated the physical educators reported lower levels of overall job related stress than do regular and special educators. Teacher with split assignment who taught adapted and regular Physical Education classes reported significantly less emotional manifestation of job related stress than did regular and adapted physical educators.

Green (1992) investigated with the purpose to determine the relationship between high school athletic administrators job satisfaction and job related stress. In addition, differences in the level of administrators job satisfaction and job related stress according to gender years of experience and school size were determined. Data were obtained from 371 high school athletic administrators employed in Public school, from North Florida and South Georgia. Specifically, the subjects were head coaches who coaches sports such as football, basketball, volleyball, softball and baseball. Three instruments used the investigation included a personal data sheet, the job satisfaction scale and the job related stress scale.

The following conclusions were made: (a) There was a positive correlation between satisfaction and job related stress (b) Gender appeared to have an effect on job stress (c) Gender did not appear to
be a factor in the perception of job satisfaction. 
(d) years of experience appeared to have an affect on job satisfaction and job stress; and 
(e) school size appeared to have an affect on job satisfaction and job stress.

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

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

a) What are the personal life stressors that have an impact on teachers performance? B) What is the level of stress caused by a teacher's personal life stressors? c) What are the coping behaviour identified in the teachers as a direct result of personal life stressors? D) What types of human relation skills do principles utilize to respond to the effect of the personal life stressors on a teacher's job performance? e) What are the components of an educational programme which respond effectively to the teacher's personal life stressors?

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

**STUDIES CONDUCTED IN INDIA**

Thakur, Sudhira (1993) investigated the significance of difference between, the means of job stress and job satisfaction and also to determine the relationship between the scores of job stress and job satisfaction scales were administered to all the schools of 20 randomly selected districts out of 45 districts of Madhya Pradesh. Scoring of the received responses was done on the basis of key provided by Paliwal and Muthyya in their manuals of questionnaire. To compare the job stress, analysis of variance (F-ratio) was done. The following conclusions were made: (a) The job stress of teachers of Physical Education working in private schools was the maximum which was followed by semi-government school and government schools were more satisfied than the teachers of
Physical Education working in private schools and that the teachers of government schools, were the most satisfied. (c) There was a significant relationship between job stress and job satisfaction among teachers of Physical Education working in different management schools of Madhya Pradesh.

Sharma (2000) compared the male college Physical Education teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh in job stress, job satisfaction and adjustment variables and found that Himachal Pradesh teachers experienced significantly more job stress than the teachers working in Punjab State and U.T. Chandigarh. However, no significant difference was observed in their academic and general adjustment. Social-psycho-physical adjustment of Punjab and Chandigarh teachers was found better than the teachers working in Himachal Pradesh. Significant negative relationship was observed between job stress and job satisfaction. Job stress was also found negatively related to various dimensions of adjustment.

Pal (2001) in his study on a sample of 79 male and 61 females physical education teachers working in different schools of U.T. Chandigarh found significant difference among physical education teachers working in government and private schools in their job stress. The researcher concluded that physical education teachers working in public schools were found to have been facing significantly more job stress than their counterparts.

Grewal (2004) in his study on a sample of 201 teacher educators working in colleges of education in Punjab State revealed
that insignificant difference exist between male and female teacher educators on the variable of job stress. However teacher educators with different teaching experience also differ in their level of job-stress and with the increase in age of the teacher educator, less job stress was seen as per the findings of her study.

3.2. STUDIES RELATED WITH JOB SATISFACTION

Studies Conducted in Abroad

Berg (1970) concluded on the basis of a review of studies on 'Education and Job Satisfaction' that the latter increases with job level. Educational achievements can predictable by associated with higher job expectations, consequently, attitude towards work would be more favourable among better educated workers as their occupations skills increases.

Pestonjee (1973) found that financial incentives effect satisfaction on job.

Talbot (1975) investigated the cause of job satisfaction and dissatisfaction of industrial art teachers with the use of result structured interview technique. He reported that certain situational variables may have a considerable effect upon the development of employee's job satisfaction. The study revealed that tenure, status, age, grade, level taught by the respondent were significantly associated with teachers job satisfaction.

Weinroth (1977) studied the motivation, job satisfaction and career aspirations of married women teachers of different carrier stages. It was concluded by the investigator that age and teaching
experience significantly affected the job satisfaction, motivation needs and career aspirations.

Lavingia (1974) conducted 'A Study of Job Satisfaction among School Teachers' and showed following results which were published in 'Ind Survey of Research in Education' by M.B. Buch. Female teachers were more satisfied than male. Young teachers in age of 24-28 were more satisfied. Unmarried teaches were more satisfied. Chen (1977) also found similar results.

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

Mantia (1970) studied "relationship between innovation, adaptation and organization climate and job satisfaction as perceived by high school teachers". He concluded that there was no difference in the level of job satisfaction between teachers in innovation schools and teachers in non-innovation schools. He also found that experience not sex, was related significantly with job satisfaction.

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

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

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

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

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

Himelstein (1975) in his comparative study noted that in case of public school teachers age, years of experience and sex indicated significant relationship to job satisfaction. (i) Male teachers were more dissatisfied when compared with female teachers and (ii) younger age group were more satisfied when compared with old age group.

Kuhn (1982) examined the relationship between teacher's personality type and job satisfaction. He found that extrovert seemed to be more satisfied than introvert. Chapman (1982) concluded that teacher's job satisfaction is related to their self concept.

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

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

Franess (1986) as quoted by Karman (1990) study on “Job satisfaction of Teachers” concluded that elementary school teachers perceived a greater degree of job satisfaction than secondary school teachers when comparisons were made concerning rapport among teachers, curriculum issues and teachers status.

A study was conducted by Faten Bin (1985) on “Job Satisfaction of vocational agriculture teachers in South Eastern United States”. The objectives were (i) to determine if the selected demographic variables significantly predict job satisfaction of the teachers. (ii) to determine job satisfaction of vocational agricultural teachers as compared to the norm groups of the job description index. The findings revealed that annual salary, number of months employed per year, number of professional organization affiliated with, sex, geographical location, marital status, age, yeas of teaching experience, religious affiliation and number of periods teaching per day, significantly correlated to job satisfaction of the teachers. It was found that number of months employed per year, number of professional organizational affiliated with, annual salary, sex, geographical location, no. of periods taught per day and age significantly predicted job satisfaction of teachers.
Palace (1994) study, “A Qualitative look at Teachers Satisfaction” looks at the factors influencing teacher’s satisfaction. The findings of the study are teacher satisfaction emanates from three sources. The teacher’s relationship with his/her students, peers and professions. Like most relationships, the key to satisfaction lies in the involvement of the participants.

Clifford (1994) made a study on “Job satisfaction of Public School Teachers in Ohio : A comparison of Similarities and Differences between Male and Female teachers”. The study analyses the factor of job satisfaction and dissatisfaction of public school teachers in Ohio. The findings are generally Public School Teachers in Ohio are satisfied with their job. The three more satisfying factors are moral values, social service and creativity. The least satisfying job factors are compensation, advancement and company policies and practices, responsibility is the most influential factor in determining teacher job satisfaction.

STUDIES CONDUCTED IN INDIA

Anand (1971) came to the conclusion that as far as satisfaction in job is concerned, teachers working in boys schools and teachers working in girls schools do not constitute their separate entities as far as satisfaction in job is concerned. He found no differences among women teachers and men teachers. It shows that groups of teachers based on sex did not differ in their job satisfaction.

Singh (1974) conducted a study on a sample of 517 higher secondary school teachers of Delhi, namely “Measurement of
Teachers Values and Their Relationship with Teacher Attitude and Job Satisfaction" which was published in IInd survey of Research in Education. The Major findings of this study were: Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefit, physical facilities and administration. There was no difference in level of satisfaction of teachers due to differences in age. Female and unmarried teachers were more satisfied with all the factors than male and married teachers.

Reddy and Reddy (1973) as quoted by Goyal (1985) studied satisfaction of the school teachers working under different types of management and found that teachers employment under private management were the most satisfied while those in government schools were the least satisfied.

Thakkar (1977) conducted a study of potential teachers effectiveness, their educational attitudes in relation to their rapport with the students and their survival and job satisfaction in the profession. It was found that job satisfaction was positively and significantly correlated with the rapport of student teacher.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individual's emotional stability seems to contribute to job satisfaction and extraversion seems to be unrelated to job satisfaction of college teachers.

Chopra (1977) concluded that among the six climate, the open climate schools showed the highest, overall teacher job
satisfaction, followed by the autonomous familiar, controlled closed and paternal climate school respectively. There was no significant relationship between teacher's job satisfaction and student achievement.

The objective of Dixit (1986) study was to measure the job satisfaction among primary and secondary school teachers. He concluded that the primary school teachers were more satisfied than secondary school teachers in Hindi medium schools; female teachers were more satisfied than male teachers both at primary and secondary school levels.

Goyal (1980) concluded that large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The job satisfaction of different groups based on sex, qualification and experience did not differ significantly. The teacher educators in the age group IV of 50 years and above differed significantly from the age group II and III. The other groups did not differ significantly from each other.

Objective of Gupta's (1980) study was to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers and found that primary school teachers were significantly less satisfied than secondary school teachers and college teachers; secondary school teachers and college were almost equally satisfied with their job.

The objective or Reddy and Ramakrishnaiah's (1981) investigation was to study the job satisfaction of college teachers in
relation to the management under which they work, their sex and level. The sample for the study was 440 college teachers equally distributed between the 2 sexes (male and female lecturers), 2 management’s (government and private colleges) and the 2 levels (junior and senior lecturers). It was found that women teachers are more satisfied with their job than their men counterparts. Teachers employed in government colleges are less satisfied than those in private colleges. There is no significant difference between senior and junior lecturers with regard to their job satisfaction.

Kaur (1986) in her study found that the newly appointed teachers are more satisfied with the job as compared to experienced teachers. Also female teachers are more satisfied than male teachers. Kaur (1989) also revealed the same results.

Sundararajan and Rajasekar (1989) investigation was tended to find out the job satisfaction of the polytechnic teachers in Tamilnadu. 278 teachers from eight polytechnics were chosen for the study. The private polytechnic teachers were found to have better job satisfaction than the government polytechnic teachers. The women teachers working in polytechnics were found to have better job satisfaction than the men teachers working in them. No significant difference among the polytechnic teachers with varying years of teaching experience was found.

Sundararajan and Ashrafullah (1990) conducted a study on “Job Satisfaction of the Harijan Welfare School Teachers in Tamilnadu” with a view to find out any significant difference between men and women teachers, graduate and post graduate
teachers, teachers upto ten years of teaching experience and above ten years of teaching experience and above ten years teaching experience, teachers with a monthly income of Rs. 1500 and those with a monthly income exceeding Rs. 1500 in respect of their job satisfaction. The study was conducted on 159 teachers. The findings were: As much as 64.15% of the teachers working in Harijan Welfare School have high job satisfaction. Women, teachers, teachers with a teaching experience of above ten years, teachers with monthly salary upto Rs. 1500, graduate teachers and teachers who are above 40 years of age have better job satisfaction than male teachers, with monthly salary exceeding Rs. 1500, post graduate teachers, teachers below 40 years.

Biswas and Tinku (1994) studied job satisfaction of secondary teachers in relation to sex, rural-urban settings and management of schools. Randomly selected 200 secondary teachers belonging to seven secondary schools situated in the rural as well as urban areas in the west and South districts of Tripura constituted the present sample. Job satisfaction Inventory was prepared and standardized by the investigators themselves. The findings showed that the female secondary teachers had greater total job satisfaction than their male counterparts. The rural and urban teachers did not differ significantly in total job satisfaction, but there were significant mean differences in two components of job satisfaction i.e., monetary and other facilities and security. The secondary teachers serving at the privately managed schools
perceived greater job satisfaction in respect of human relationships prevalent at those schools than government school teachers.

Dass and Panda (1995) studied the job satisfaction of college and higher secondary teachers in terms of their sex and experience. 100 teachers (54 from college, 46 from higher secondary school) formed the sample of the study. The results showed no difference in the job satisfaction of college and higher secondary teachers and it was also found that sex and experience are not related to job satisfaction of college and higher secondary teachers.

Sundram (1998) in her study concluded that men and women teacher educators differ significantly on job satisfaction. Female teacher educators are more satisfied than male teachers. The proportion of teacher educators in the categories of very dissatisfied and dissatisfied decreases as the age advance. A significant correlation between the job satisfaction and attitude towards teaching was found.

From the positive correlation between overall job satisfaction of teachers and their effectiveness, Gupta (1995) revealed that the teachers who are satisfied with their job are also effective teachers.

Godiyal and Srivastava (1995) study intended to find out possible difference in work involvement, job involvement, job satisfaction among a sample of 400 male teachers working in different types of primary schools namely Districts Board schools, Government model schools, English medium schools and Saraswati Sishu Mandirs selected randomly in Tehri and Uttarkashi districts of Garhwal, Himalayas. The major findings were: English medium
school teachers appeared more satisfied with their job and they were involved in their work and job. Among the other groups of schools teachers Saraswati Sishu Mandir teachers and Districts Board School teachers do have a feeling of job involvement and work involvement and they are also satisfied with their job to some extent. The Govt. Model School teachers showed minimum feeling about their job and they are not much satisfied with their job.

Gupta and Kaur (1996) conducted a study on 75 males and females teachers teaching primary, middle and secondary levels and revealed that primary school teachers differ from secondary school teachers in respect of personal accomplishment. Teachers teaching at the middle level differ from the secondary school level teachers, in respect of emotional exhaustion and personal accomplishment. Primary level teachers differ from the middle level only in respect of emotional exhaustion and personal accomplishment. Teachers teaching at the three levels differ significantly in respect of job satisfaction.

Kaur (2001) in her study on a sample of 90 ETT and 105 B.Ed. teacher educators teaching in Punjab found significant difference in job satisfaction of B.Ed. and ETT teacher educators in their job satisfaction. B.Ed. were found more satisfied as compared to ETT teacher educators.

Grewal (2004) in her study on a sample of 201 teacher educators (40 from Govt. 140 from Private recognized and 21 from private but temporarily recognized by NCTE) teaching in college of education situated in Punjab State revealed insignificant difference
in the job satisfaction of male and female teachers educated. It was further revealed that job satisfaction increases with length of service.

3.3. STUDIES RELATED WITH ADJUSTMENT

Surinder (1981) while using Bell's Adjustment Inventory measured the adjustment of teacher trainees and physical education students. The findings of the study revealed that a) home adjustment and social adjustment of teacher trainees were better than physical education students.

Bhatti (1987) studied the adjustment level of athletes and non-athletes by using Bell's Adjustment Inventory. He revealed that some adjustment of non-athletes was significantly better than athletes.

Singh (1986) conducted a study by administering Sinha and Singh Adjustment Inventory for College students to compare the individual and team athletes on selected psychological variables and concluded that individual and team athletes have not found to be significantly different from one another on various areas of adjustment except educational adjustment where the difference behaviour also has been found significant.

Kumari (1988) conducted a study on 300 sports girls and 300 non-sports girls (age 1 and 6 years) by using Sinha and Singh Adjustment Inventory. She concluded that sports girls belonging to rural and urban areas were better in all of adjustment i.e., emotional, social, educational than non-sports girls.
Nangia and Sevger (1989) administered Sinha and Singh Adjustment Inventory on 320 sports persons and non-sports persons. t-test revealed significant difference in adjustment levels of sports men and sports women as well as between sports persons and non-sports persons.

Gill (1990) studied 406 teachers (234 males and 172 females). She found that successful physical education teachers belonging to high SES were better adjusted than less successful teachers. Also male physical education teachers were better adjusted than female physical education teachers.

Sharma (2000) in his study compared the male and female college physical education teachers on the variable of adjustment. He revealed that emotional, social and physical adjustments of teachers working in Punjab and U.T. Chandigarh were better than the teachers working in Himachal Pradesh State.

Pal (2001) in his study on physical education teachers working in senior secondary schools of Chandigarh revealed significant difference between male and female physical education teachers in public schools on the measures of emotional, social, professional adjustments.

**HYPOTHESES**

1. There would be significant relationship between the job stress of the teachers and richness of organizational climate.

2. There would be significant relationship between the job satisfaction of teachers and richness of organizational...
3. There would be significant relationship between the adjustment of the teachers and the richness of organizational climate.

4. There would be significant difference in job stress of teachers teaching in different organizational climate.

5. There would be significant difference in the job satisfaction of teachers teaching in different organizational climate.

6. There would be significant difference in the adjustment of teachers teaching in different organizational climate.

7. There would be significant difference in the job-stress of teachers due to their sex-difference.

8. There would be significant difference in the job satisfaction of teachers due to sex-difference.

9. There would be significant difference in the adjustment of teachers due to sex-difference.

10. There would be significant difference in the job-stress of teachers working in government and private school.

11. There would be significant difference in the job satisfaction of teachers working in government and private schools.

12. There would be significant difference in the adjustment of teachers working in government and private schools.