CHAPTER – III

REVIEW OF RELATED LITERATURE AND HYPOTHESES

Review of research literature is an important pre-requisite to actual planning and for the execution of any research work before embarking on making a fresh study. Realizing the importance of review, Best (1977) says “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.

Further, the study of related literature helps in avoiding duplication, guides in carrying out the investigation successfully and makes the researcher familiar with the steps involved in it.

Therefore, in this chapter review of related research literature has been presented with a view to get generalization and frames the hypotheses.

3.1 STUDIES RELATED WITH JOB STRESS OF TEACHERS

Shrivastava (1978) of Panjab University indicated that life satisfaction improves when the employee’s position in the organizational hierarchy improve. Upper status supervisors were more satisfied with their jobs than supervisors in lower position in the hierarchy. Life satisfaction also improved as income increased, and this was true even when occupational level was kept constant. Top level executives,
however, had the highest number of job stress symptoms and those in the middle category the least.

Parkhouse (1989) 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=0.05) 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 experiencing personal stress.
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 burnouts. 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 interpersonal 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 occupational 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 variable. The data were presented in a 2x2 cross tabulation which showed Physical Educators with higher job satisfaction. The data indicated that the perception of low occupational stress produces greater work satisfaction.

Reese (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's (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 administrations were 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, manifestations 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, in addition, a third problem investigated how 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 (1989) 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<0.05). Low burnout teachers judged direct confrontation, social support rationalization repression and intellectualization as effective means of dealing with stress.

Langford (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 length of service, school disciplinary problems,
teachers ratings of various groups teacher salary, problems facing boarding academic and the goals of education were 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.

Recommendations were:

1. The local conferences and academy boards should study with a view to identifying and removing unnecessary stressors, to make 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.

Drehring (1992) conducted a study the purpose of which was to 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, TSI (Teacher Stress Inventory) was used to assess job related stress. Demographic data were also collected. Results of the study indicated that physical educators reported lower levels of overall job related stress than do regular and
special educators. Teachers 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 (1993) 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 affect on job stress
c) Gender did not appear to be factor in the perception of job satisfaction
d) Years of experience appeared to have an affect on job satisfaction and job stress
e) School size appeared to have an affect on job satisfaction and job stress.

Richardson (1989) investigated the relationship of occupational 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 job stress. Although a negative relationship was found between overall occupational stress and job satisfaction stress resulting from work responsibility impacted positively with job satisfaction. As the score on the stress sub-scale increases, the score on general job satisfaction increases. Older, more experienced counselors indicated higher levels of job satisfaction.

Thakur (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 of teachers of physical education working in different management schools of Madhya Pradesh. 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 Muthayya in their manuals of questionnaire. To compare the job stress and job satisfaction, 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 schools and government schools

b) The teachers of Physical Education working in private schools had the least job satisfaction. The teachers of semi 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.

Alikah (1995) analysed stress among the faculty at urban universities in Texas by their salary level, sex, academic rank, university age group, marital status, tenure status of the level of classes taught with N-302, Faculty Stress Index (FSI) developed by Walter H. Ameluh (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) Departmental influence
7) Professional identity
8) Student interaction
9) Total scale

Among the females, it was found that middle age groups and assistant professor had higher level of stress.

Cumming (1995) made an attempt to explore the correlation of stress and 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:

1) What are the personal life stressors that have an impact on teacher's performance?
2) What is the level of stress caused by a teacher's personal life stressors?
3) What are the coping behaviour identified in the teachers as a direct result of personal life stressors?
4) What types of human relation skills do principals utilize to respond to the effect of the personal life stressors on a teacher's job performance?
5) 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. Principals scored the lowest in human relation 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. Teachers 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 loose valuable resources such as experience and training if teachers leave the profession.
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 purposive sample of 140 physical education teachers including 79 male and 61 female working in different schools of U.T. Chandigarh, Mohali and Panchkula concluded significant difference among physical education teachers working in government, private and public schools in their job stress. Teachers working in public schools were found to have been facing significantly more job stress than their counterparts. No significant difference was observed between male and female teachers on job stress.

3.2 STUDIES RELATED WITH JOB-SATISFACTION OF TEACHERS

Studies in General

Happock (1935) published the first intensive study of job satisfaction. He used sample which was collected from one small town and 500 school teachers from several dozen communities. Happock’s orientation was not toward any particular management philosophy; rather his results and interpretation employed the multiplicity of factors
that could affect job satisfaction as fatigue, monotony, working conditions and supervision.

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 predictably be associated with higher job expectations; consequently, attitude toward work would be more favourable among better educated workers as their occupational skill increases.

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

Anand (1971) studied the attitude of teachers towards pupils and their job satisfaction. The investigator found that attitude of teachers towards students bears a significant and positive correlation with their job satisfaction.

Talbot (1975) investigated the causes 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.

Thakkar (1977) conducted a study of potential teacher's 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 extroversion seems to be unrelated to job satisfaction of college teachers.

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

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.

Chopra (1982) 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.

A study was conducted by Fateh 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, years 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 organizations affiliated with, annual salary, sex, geographical location, no. of periods taught per day and age significantly predicted job satisfaction of teachers.

Sundarajan and Rajasekar’s (1989) investigation was intended 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.

Palace (1994) study, “A Qualitative look at Teacher Satisfaction? The findings of the study are teacher satisfaction emnates 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.

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’s (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 District 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 District 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 male and female 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.

Studies in Specific

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 difference among women teachers and men teachers. It shows that groups of teachers based on sex did not differ in their job satisfaction.
Lavingia (1974) conducted 'A Study of Job Satisfaction among School Teachers' and showed following results which were published in IInd 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 teachers were more satisfied. Chen (1977) also found similar results.

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 (1978) as quoted by Goyal (1985) studied satisfaction of the school teachers working under different types of management and found that teachers employed under private management were the most satisfied while those in government schools were the least satisfied.

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 organizations
(ix) Amount of time devoted to research
(x) Population size of community
(xi) Student body size
(xii) Amount of time devoted to consultation
(xiii) Length of time in the filed of education and
(xiv) Type of institution.

Anand (1972) conducted a study on job satisfaction of school teachers. He observed that --

(i) Women teachers were more satisfied than men teachers.
(ii) Age was significantly and positively related to job satisfaction of school teachers.
(iii) Academic career of teachers was not significantly related to their job satisfaction.
Anjanevula (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
(iii) Service conditions
causing dissatisfaction among teachers working in government schools whereas

(i) politician’s interference
(ii) lack of equipment
(iii) poor working conditions
(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 teacher’s 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 groups were more satisfied when compared with old age group.

Hallum (1975) in his study found no significant relationship existed 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.
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, marital 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 high 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.

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 or work values associated with increased education.

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 groups 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 or/and college teachers; secondary school teachers and college teachers were almost equally satisfied with their job.

The objective of 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 (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.

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.

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.

Sundarajan and Ashrafullah (1990) conducted a study on “Job Satisfaction of the Harijan Welfare School Teachers in Tamil Nadu” 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 teaching experience, teachers with a monthly income of Rs. 1,500 and those with a monthly income exceeding Rs. 1,500 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 schools have high job satisfaction. Women teachers, teachers with a teaching experience of above ten years, teachers with monthly salary upto Rs. 1,500 graduate teachers and teachers who are above 40 years
of age have better job satisfaction than male teachers, teachers having teaching experience only up to ten years, teachers with monthly salary exceeding Rs. 1,500 post graduate teachers, teachers below 40 years.

Sundarajan and Vivekanandan (1990) study “Job satisfaction of teachers working in some selected Higher Secondary Schools in the City of Madras” conducted on 350 teachers aimed at finding out if there were any significant differences among teachers working in various types of schools, between men and women teachers, between graduate and post graduate teachers in respect of their job satisfaction. The Corporation higher secondary school teachers were found to have better job satisfaction than their counterparts working in the government and Matriculation Higher Secondary schools. The Government Higher Secondary School teachers were found to have better job satisfaction than their counterparts working in the Matriculation Higher Secondary School. No significant difference between men and women teachers, between graduate and post-graduate teachers in respect of job satisfaction was found.

Sundarajan and Minnalkodi (1991) investigation was undertaken with a view to find out the job satisfaction of teachers working in the Annamalai University. The sample of 155 teachers (122 men, 33 women) was taken. No significant difference between men and women teachers in respect of job satisfaction was found. Teachers with less than twenty years of teaching experience were found to have better job satisfaction than their counterparts with more than twenty years of teaching experience. Extrovert men teachers were found to have better job satisfaction than their introvert counterparts.

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 most satisfying factors are moral values, social services and creativity. The least satisfying job factors are compensation, advancement and company polices and practices, responsibility is the most influential factor in determining teacher job satisfaction.

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 advances. A significant correlation between the job satisfaction and teacher's attitude towards teaching was found.

Kaur (2001) in her study on 215 teacher educators working in B.Ed. Colleges elementary teacher education institution and at NIT level found that there was significant difference in the job satisfaction of B.Ed. and ETT teacher educators. B.Ed. teacher educators were more satisfied on their job as compared to ETT teacher educators. No significant differences were found in the job satisfaction of B.Ed. and NTT teacher educators and ETT and NTT teacher educators. The study has concluded that female B.Ed. teacher educators had more job satisfaction as compared to male B.Ed. teacher educators. There were no significant differences in the job satisfaction of female and male teacher educators teaching at NTT and ETT levels. Further B.Ed. teacher educators teaching in government and private institutions do not differ significantly on their job satisfaction.

In another study Pal (2001) in his study on a sample of physical education teachers found significant difference on job satisfaction among teachers of government, public and private schools. Public school teachers were enjoying better job satisfaction than their counterparts. No significant difference was observed between male and female teachers on their job-satisfaction.
Ghosiya (2002) conducted a study on classroom teaching behaviour of secondary school teachers as a function of their teaching style, job satisfaction and personality characteristics. The study revealed that there was no significant difference between the teachers feeling better job satisfaction and those who were less satisfied with their job with regard to various classroom teaching behaviour. Levels of job satisfaction of teachers do not determine their classroom verbal teaching behaviour.

Sirola (2004) conducted a comparative study of female teachers of teacher’s training college and academic colleges in relation with factors affecting their job satisfaction and their attitude towards their profession. The study revealed that there was no significant difference in the level of significant difference in the level of job satisfaction among the female teachers of teacher training college and academic colleges. Job security and pay were not significantly related to their job satisfaction. Also there were no relationship between age and job satisfaction as well as teaching experience and job satisfaction of female teachers of teacher training and academic colleges.
3.3 STUDIES RELATED WITH ADJUSTMENT OF TEACHERS

While going through the literature, it was found that adjustment was studied in the context of variables such as sex, intelligence, personality, creativity, discipline, socio-economic status, age, anxiety, aggression etc. Pal (1969) found that on General Adjustment Scale, student teachers were found to be different from engineering and law students. On home adjustment, no significant difference was found among different groups. Social adjustment was found to be most discriminating adjustment area – medical student scored significantly higher than engineering students, student-teacher higher than engineering and law students.

Surinder (1981) used Bell’s adjustment inventory to measure adjustment of teacher trainees and Physical Education students. The findings of the study reveal that:

1) Physical education students had better health adjustment than teachers trainees.
2) Teacher trainees were socially well adjusted than physical education students.
3) Home adjustment of teacher trainees was better than Physical Education students.

The major objective of Sirirassamee (1983) study was to find out the adjustment problems of student-teachers in Thailand taking into consideration their rural urban background. The sample of the study included 500 student teachers drawn from four teachers colleges in Thailand. The major findings were – first year female student-teachers had better adjustment than first-year male student-teachers. The senior trainees had better adjustment than the junior
trainees. Arts trainees had better adjustment than the science trainees. In the case of junior trainees, urbanies were better adjusted than ruralies. The results were reverse in case of senior trainees.

Sharma (1982) studied the differences that existed between backward and non-backward students in different areas of adjustment and it was found that they differed significantly on overall adjustment scores. Shanmugasundaram (1983) while studying high and low achievers came to the conclusion that the latter had more adjustment problems than the former.

Bhatti (1987) has also studied the adjustment level of athletes and non-athletes by using Bell’s Adjustment Inventory. A description analysis was carried out and it was found that home adjustment of non-athletes was significantly better than athletes. There could not be found any difference in their health, social and emotional adjustment. Basketball group was found to be emotionally better adjusted than non-athletes. Football group was superior in health adjustment but inferior in social adjustment to non-athletes. No difference was found in home and emotional adjustment. Volleyball group was found to be submissive and retiring in their social contacts and emotionally unstable than non-athletes.

Singh (1986) conducted a study by administering Sinha and Singh Adjustment Inventory for college students (AICS) 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 between the two has been found significant. Marked sports differences have been found on all areas of adjustment. Basketball, boxing and handball...
groups have registered significantly better all-round adjustment where as track and field and hockey groups being poor on adjustment have differed considerably from their sports groups.

Amra (1988) conducted a study on 300 sports girls and 300 non-sports girls in the age group of 14 to 16 using Sinha and Singh Adjustment Inventory (1980). She concluded that sports girls belonging to rural and urban areas were better in all variables of adjustment i.e. emotional, social and educational than non-sports girls.

Gill (1990) studied 406 teachers (234 males and 172 females). She found that successful Physical Education teachers belong to higher socio-economic status and were more creative and better adjusted than less successful teachers. And male Physical Education teachers were better adjusted and more original than female Physical Education teachers.

Kapoor (1987) in her study found that the high achievers had better home, health, and social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups.

Aggarwal and Sonawat (1991) in their study compared home, health, social, emotional, educational and overall adjustment of college students belonging to Arts, Science, and Commerce disciplines. The sample consisted of 82 Arts, 90 Science and 98 Commerce students studying in 1st year class. All these colleges were from the city of Indore. They concluded that both Arts and Commerce students were found to possess home adjustment to the same degree.

Also study indicated that home adjustment mean scores of Arts and Science groups differ significantly from each other. Further Commerce students were found to be better
adjusted in home than the Science students and Arts students. Further, the study showed that three groups namely, Arts, Science and Commerce differ significantly from each other with respect to health adjustment. Also both Arts and Commerce students were found to be at par with respect to their health adjustment. Again the students of Arts, Science, and Commerce were found to possess social adjustment to the same extent and Arts students were found to be superior to other two groups in emotional adjustment.

Sharma (1997) in her research study on 625 girls of IX class studying in DAV, Sanatan Dharam, Khalsa and Convent School of five districts of Punjab state concluded that

(i) Home adjustment of students of Sanatan Dharam School was better than their counter parts studying in other denominational schools followed by students of DAV Schools.

(ii) Students of Khalsa Schools were well adjusted on health adjustment followed by students of Convent School

(iii) On social adjustment, students of DAV Schools were well adjusted.

(iv) In case of School adjustment, students of Convent School were well adjusted as compared to the students studying in other denominational schools.

One of the objectives of Pal's (2001) study was to study the difference in adjustment among physical education teachers working in government, private and public schools. The study was conducted on a sample of 140 physical education teachers of Chandigarh, Mohali and Panchkula. Significant difference was observed between male and female physical education teachers on all the measures of adjustment.
3.4 STUDIES RELATED WITH PROFESSIONAL AND EDUCATIONAL INTERESTS OF TEACHERS

Studies in General

Seetha (1975) while enquiring into the psychological and social factors affecting academic achievement found that no significant relationship existed between interest and academic achievement.

Marker (1975) did a survey of teacher education in the State of Maharashtra. Her findings included among others “the teacher educators at all levels are lethargic, conservative, they do not read, they do not think, they do no apply themselves to bringing about improvement, they take to the line of least resistance”. This finding indicates that teacher educators seem to have little interest in their profession.

Studies in Specific

Samantroy (1971) found that significant relationship exists between teacher’s professional and educational interests of the teachers at college level. He further concluded that both professional and educational interests of the teachers are significantly correlated with their teaching efficiency.

Goyal (1980) in his study concluded that a large number of teacher educators have a low level of professional interests. The men and women teacher educators differ significantly in their professional interest, the men showing greater interests than women. The professional interests increase as the age of teacher educator increases. The highest qualified group I with Ph.D. and M.Phil degree has the best
professional interest. Professional interests increase with the increase in college teaching experience.

In her study on 200 teacher educators taken from 40 teachers training colleges of Rajasthan, Sundram (1998) concluded that professional and educational interests of teacher educators are low, although there is significant relationship between professional and educational interests of teacher educators.

In her study Kaur (2001) observed significant differences in the professional and educational interests of B.Ed., ETT and NTT teacher educators. B.Ed. teacher educators have more professional and educational interests than ETT and NTT teacher educators. No significant difference was found in the professional and educational interests of ETT and NTT teacher educators. Similarly study revealed no significant differences in the professional and educational interests of female and male teacher educators teaching at B.Ed, ETT and NTT levels. Also it was observed that there was no difference in the professional and educational interests of B.Ed. teacher educators teaching in private and government colleges.

3.5 HYPOTHESES
1. There will be no significant difference between the teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the variable of (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment.
2. There will be no significant difference between the male teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the
variable of (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment.

3. There will be no significant difference between the female teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the variable of (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment.

4. There will be no significant difference between the male and female teacher educators on the variable of (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment.

5. There will be no significant difference in the (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment variables on the basis of service of teacher educators.

6. There will be no significant difference in the (a) job stress, (b) job satisfaction, (c) educational and professional interests and (d) adjustment variables on the basis of age of teacher educators.

7. There will be no significant relationship among job stress, job satisfaction, educational and professional interests and adjustment of teacher educators working in Govt., private, private but temporary recognized by NCTE Colleges of Education.