

SUMMARY

The importance of teacher in the educational process is unquestionable. Of all the human factors in the education system, the teacher occupies the key position and it is only through them that the ultimate process of education takes place. The teacher today faces new challenges in the education calling for greater effort from teachers. Teachers as a group are not more maladjusted than members of other vocations. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in his own competence and that he respects his vocation.

Generally, teaching is not conducive to that growth and maturity of mind that seem so necessary to personal satisfaction and consciousness of worth. Also, it will probably be admitted that teachers would derive greater satisfaction from their work if they could look forward to a long period of promotion and if they could see every where about them for evidence of increasing growth and development.

Good teachers are those who want to be good teachers, who take risks, who have a positive attitude, who never have enough time, who think of teaching as a forum of painting, who try to give students confidence at the same time that they push them off balance, who motivate by working within the students incentive systems, who do not trust student evaluations and who listen to students.

According to Southern (1964), an effective teacher is the one who has a sense of humour, ability to understand the students and their problems, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need, and ability to be as fair as possible in dealing with students.

The acronym used by Singh (1998) for the teacher spells out certain attributes of an effective teacher such as : T for Temperance; E for Empathy; A for Academic Aristocracy; C for Commitment; H for Humour; E for Ethics; and R for Reflection.

Teaching is the most arduous and complex profession in our society and also an important job. Yet teachers are often overworked, underpaid and under-appreciated. There is a common bond which unites all teachers, i.e. the desire to help students to reach their maximum potentials as human beings. When they achieve this goal, when they see students grow as a result of their teaching, they know that all the training and hardwork have been worth the effort.

Thus, teaching is a behaviour, an organized set of cognitive acts or operations of teaching, both overt and covert, which are organized logically and meaningfully. Teaching has a configuration, which can be analyzed, reasoned out, described, explained and can be changed for improvement. These behaviours can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of teaching is the competent of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad and diverse discipline of teacher education is, like any other discipline, extensive research survey, in search of what really contributes to effective teaching.

ADJUSTMENT

Adjustment is a commonly used word in everyday life. It is equally popular in the disciplines of Psychology, Sociology and Education. Adjustment and accommodation are needed in all walks of life. Life is a continuous process of changes and challenges.

Adjustment and adaptations are frequently used in the same sense. Initially, ‘adaptation’ was used by biologists. It meant an attempt to survive in physical conditions of environment. Later on, behaviour psychologists came out with the new term ‘adjustment’, denoting a broader concept, that is, Adjustment means behavioural reactions to personal demands and social pressures.

Vonhaller (1970) writes, “We can think of adjustment as psychological survival in much the same as the biologist uses the term adaptation to describe psychological survival”. Therefore, the individuals who are able to adjust themselves in harmony lead a happy life. In this way, adjustment as a psychological term is a new name for the term ‘adaptation’ used in the biological world. In all the

senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

In its broadest sense, adjustment may be evoked by any kinds of motives. Vital psychological needs for air, water, food and the like, when thwarted arouse repeated adjustive behaviour. But they are not of wide psychological interest for two reasons. First, they are reasonably well satisfied under the usual conditions of civilized culture; and secondly, the thwarting of the most vital needs may lead not to substitute adjustment but to death.

Of greater significance in human adjustment are the social motives that are learned from the culture in which an individual develops. In our culture, the needs for affection, security, approval, recognition, mastery, prestige and self-realization are among the stronger social motives. This group also includes the sex motives which, although fundamentally biological, are strongly influenced by cultural learning. All strong motives are persistent; once aroused, they continue until reduced by an adjustive act. The principal psychological mechanism of social motives seems to be tension. Developmentally, the tension of strong motivation is related to the psychological changes that occur in emotional states.

Quality of a nation depends upon the quality of education imparted to its citizen which in turn depends upon the quality of its teachers. The quality of a teacher is judged through his work and behaviour which in turn depends upon the degree of his adjustment with his self and his environment. The assessment of the degree of a teacher's adjustment or mal-adjustment may prove helpful in controlling the hazards and bringing improvement in the field of education.

Teacher is a key figure in the life of a nation. For many reasons he has a unique place in the society. The member of no other profession is so intimately involved in the lives of almost all the people of the community – so involved in the task of improving the community, its economic, political, social and culture life- as is the teacher. Therefore, the adjustment or mal-adjustment of a teacher casts more deepening effect on the community and the nation than that of a member of any other profession.

In no other profession, a satisfactory adjustment is as essential as in teaching. The profession demands stability — a capacity to withstand pressures and most important, the skill of working aggression off into channels different from the work situation. In other words, the teacher must learn to keep his aggression and personal difficulties out of the classroom.

JOB STRESS

Job stress can be defined as the psychological and emotional responses, when workers perceive an imbalance between their work demands and their capability and resources to meet these demands. Importantly, stress responses occur when the imbalance is such that the workers perceive they are not coping with the situation.

Let us try to understand the meaning of job stress in a simple way. Push, push, push. It hits us from all sides – school, work, relationships, family. Although we can't claim exclusive rights to the “age of stress”, we certainly live in a time of increased expectation. Everybody expects something from us, and they seem to want it now like our teachers expects the subject matter to be learned, the paper written; our boss expects overtime in addition to our regular hours; our parents expect that weekly phone call, delivered in a pleasant and friendly tone. Is it any wonder that we can't seem to shake that cold, or that you feel the need to leave the antacid tablets by your bedside at night?

Thus, the concept of stress has had a very important place in psychology. Stress and coping with stress are not only important from point of view of research but also important from practical implication.

Thus we will define stress as an internal state which can be caused by physical demands on the body (disease conditions, exercise, extremes of temperature, and the like) or by environmental and social situations which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping. On the other hand, psychological responses, such as anxiety, hopelessness, depression, irritability and a general feeling of not being able to cope with the world can result from the stress state.

JOB INVOLVEMENT

Every person has his own preferences in life. First, for most of the people, their family has the most important place in their lives. Some scholars opine that too much preference to the family adversely affects the level of involvement in job. Sometimes, a person bears different sorts of pressures from his or her family. This also has an effect on the job involvement of an employee. But it is also observed that family preference often boosts up the spirits of an employee and he works with more zeal and zest and involvement in order to support his family by coming in good books of his seniors through performance. The nature of job also counts for the involvement of an employee. It is often observed that level of job involvement of the people working in Public Sector, Semi Government Organizations is different than that of the people working in Private Organizations. In Public Sector Organizations, performance of an employee is not weighted for promotion or increase in salary. It is done according to a routine procedure that is called “Proper Channel”. As a result, level of involvement in job in employees is considerably low in Government sector.

If we study the job involvement in teachers, we have to consider many factors. As mentioned above, the level of involvement in teachers also differs among those who work in Private Sector and those who work in Government sector. The involvement level of the teachers working in Private Schools is higher than that of teachers working in Government Schools. Private sector schools’ survival is related to their good repute among the parents as well as students. If they show good results, then everyone is satisfied. Results are related with the performance of the teachers. So, the teachers have to perform in order to show the results. Administrators of private schools adopt different strategies to enhance the performance level of the teachers. Some offer incentives like increase in salary, extra bonuses, promotion etc. to boost the moral of the teachers. Some administrators pressurize the teachers to get the same outcome from them. The latter technique is not considered to be a good one among most of the educationists.

As far as Government sector schools are concerned, it is observed that the level of involvement among the teachers is not as high as it is in the Private sector

schools. The teachers working here have no pressure to show the outcome of their performance. They only have to go and show their presence during the duty hours. In most cases, their salary package is also more than that of the Private sector teachers. As a result, the level of job involvement in government sector school teachers is much low in comparison to private sector teachers.

Another factor that affects level of job involvement in teachers is the social status that is given to them by the society. It is observed that teachers are not given that status in our society which their nature of job demands. As a result they suffer from frustration. This frustration is clearly visible when we analyze job involvement in them.

JOB SATISFACTION

Work is one of the most absorbing thing, which a man can think and talk about. Work may be defined as “An activity that produces something of value for the other people”, John (1993). When the work is of some specific task, then we use the word “Job”. It means a single activity which keeps one’s satisfaction in work where as some others dislike it.

It is an essential factor in any profession unless a man is satisfied with his job. It is very difficult for him to carry on his duties honestly and efficiently. Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factor such as salary, service condition, advancement opportunities and other benefits. In this case of job satisfaction of physical education and other teachers, there are certain other factors also which are more important.

Job satisfaction is as like as physical and mental satisfaction which is inherent in human characters. It is closely related with the maintenance of the right spirit in one’s work. In this way, there is a dignified positive co-relation between the extent of job satisfaction and the interest of an employee in his work. When the job satisfaction is higher in one’s mind, then the chances of one’s putting heart and soul with one’s single minded devotion is greater and fairer and than the person draws undivided attention to give perfection to the task. Job satisfaction may be predicted due to the presence of a variable in the work, and this situation leads him to

satisfaction. But the absence of a variable in the work situation will result dissatisfaction.

Job satisfaction improves the performance as well as the effectiveness of an individual irrespective of his nature of work. In the friendly, enthusiastic, secure, well adjusted atmosphere teacher can contribute to the well being of his pupil-students. On the other hand, the irritable, depressed, tired neurotic teacher can not concentrated on their studies which are disturbing to pupil-students and which may permanently alter their outlook on life.

Job satisfaction can be described in terms of intrinsic and extrinsic factors. Intrinsic factors are those factors which surround the job itself and have the greatest impact on job satisfaction. These include such things like a feeling of accomplishment or self worth, personal growth and professional development, and a supportive environment in which to work. Satisfaction often comes as a result of daily activities, or interactions with students, which affirm that learning is taking place. According to Johnson and Johnson (1999), “ We know, for example, that job satisfaction is related to intrinsic (internal) factors, factors that relate to what an employee actually does (a person’s relationship to the job itself). Strong contributors to job satisfaction include having individual responsibility, challenging work, opportunities for achievement and advancement, and achievement of the goal of performing a task effectively”. Moral and self-confidence follow.

Job satisfaction is critical to teacher commitment and school effectiveness, and actions by school administrators create distinct environments that are highly predictive of the level of job satisfaction for the teaching staff (Shann, 1998). Charismatic and supportive school leadership which creates an environment focused on academic excellence, provides a positive role model, and allows teachers to focus on teaching rather than bureaucratic rules and procedures, are factors that contribute to a productive environment.

In today’s world, the nature of work is changing at whirlwind speed. Perhaps now more than ever before, job stress possesses a threat to the health of workers and, in turn, to their organization. While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very

complex matter. It is often characterized as a primitive stone-age reaction to modern organizational and social factors known as stressors (Hazards, 1994).

SIGNIFICANCE OF THE PROBLEM

Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming her or himself into a powerful person. The present study is related to study of adjustment, job stress, job involvement and job satisfaction of secondary school teachers. Job involvement is the degree to which one psychologically identifies with one's job and therefore, one's motivational orientation to the job. It will about the degree to which one is actively participating in one's job. Thus, we study the relation of one's job involvement and adjustment in schools. Now-a-days, there is a general feeling that the teachers do not have satisfaction in their job. Another problem is job satisfaction. There is a growing discontentment on the part of the teachers towards their job as a result of which standard and quality of education is falling. It is emphasized by different committees and commissions that high quality personnel, who have the necessary aptitude for teaching and favourable aptitude towards teaching and for proper favourable aptitude of teachers' job satisfaction and job involvement are necessary with less job stress. Therefore, to identify the level of job stress, job involvement and satisfaction in relation to adjustment among school teachers is the need of hour. The need for the study of adjustment of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the Adjustment of Secondary School Teachers of Rohtak District in relation to Job Stress, Job Satisfaction.

STATEMENT OF THE PROBLEM

“A Study of Adjustment of Secondary School Teachers in relation to their Job Stress, Job Involvement and Job Satisfaction.”

OPERATIONAL DEFINITIONS OF TERMS USED

(i) Adjustment: Adjustment may be defined as the process by means of which the individual seeks to maintain physiological and psychological equilibrium and propel himself towards self-enhancement. Adjustment implies a state of harmonious relationship between the problem and the individual under specific conditions. In the present study Adjustment of school teachers has been taken as the satisfaction of self, environment and profession etc.

(ii) Job Stress: Job stress can be defined as the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources, or needs of the worker, job stress can lead to poor health, injury and even job failure. Job stress results when the requirements of the job do not match the capabilities, resources or needs of the workers. Kyriacou (1987), defines “teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher.”

In the present study job stress for secondary school teacher has been seen in the items almost all relevant components of the job life which cause stress in some way or the other such as role over-load, role ambiguity, role conflict, group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic improvement, low status, strenuous working condition and unprofitability etc.

(iii) Job Involvement: Job Involvement can be defined as the degree to which the person is psychologically identified with the work of with the importance of work in his total self-image. Job Involvement may be conceptualized as the degree to which one psychologically identifies with one's job and therefore, one's motivational orientation to the job. Job involvement is also defined as “psychological identification with a job”(Kanungo, 1982).

In the present study job involvement of the secondary school teachers has been seen in the areas like: job motivation, job importance, job identification, interest in job, job satisfaction, likeness, care towards job, job enjoyment, job happiness etc.

(iv) Job Satisfaction: Job satisfaction is the result of various attitudes the person holds towards the job, towards related factors and towards life. Job satisfaction is a generalised attitude, resulting from many specific attitudes in three areas: (i) specific job factors (ii) Individual adjustments and (iii) Group relationships.

Bullock (1952), defined job-satisfaction as an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with job.

In the present study job satisfaction of school teachers has covered the areas like: Intrinsic aspect, salary, service condition and promotion, physical facilities, institutional plans and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers etc.

(v) Secondary School Teachers: Secondary school teachers are those who are trained teachers teaching at secondary school level and are having B.A., B.Ed. or M.A. B.Ed. qualifications.

(vi) Government Schools: In present study, government schools are those which are run by the government of Haryana.

(vii) Government Aided Schools : Government aided schools are those schools which are run by private management but getting grant-in-aid from Government of Haryana and are well recognized by Education Department. Thus, they behave like semi-government bodies.

(viii) Private Schools: The private schools are those which are completely managed by private management and not getting any grants from the government. But they are recognized by the Education Board.

OBJECTIVES OF THE STUDY

O₁ Relationship between adjustment and job stress

O_{1.1} To see the relationship between adjustment and job stress of secondary school teachers.

O_{1.2} To see the relationship between adjustment and job stress of male secondary school teachers.

O_{1.3} To see the relationship between adjustment and job stress of female secondary school teachers.

- O₂ Relationship between adjustment and job involvement
- O_{2.1} To see the relationship between adjustment and job involvement of secondary school teachers.
 - O_{2.2} To see the relationship between adjustment and job involvement of male secondary school teachers.
 - O_{2.3} To see the relationship between adjustment and job involvement of female secondary school teachers.
- O₃ Relationship between adjustment and job satisfaction
- O_{3.1} To see the relationship between adjustment and job satisfaction of secondary school teachers.
 - O_{3.2} To see the relationship between adjustment and job satisfaction of male secondary school teachers.
 - O_{3.3} To see the relationship between adjustment and job satisfaction of female secondary school teachers.
- O₄ To compare the adjustment of secondary school teachers belonging to different types if job stress, job involvement and job satisfaction.
- O_{4.1} To compare the adjustment of secondary school teachers with their high and low level of job stress.
 - O_{4.2} To compare the adjustment of secondary school teachers with their high and low level of job involvement.
 - O_{4.3} To compare the adjustment of secondary school teachers with their high and low level of job satisfaction.
- O₅ Comparison of different variables of types of schools
- O_{5.1} To compare the adjustment between teachers of Govt./Govt. aided and private secondary schools.
 - O_{5.2} To compare the job stress between teachers of Govt./Govt. aided and private secondary schools.
 - O_{5.3} To compare the job involvement between teachers of Govt./Govt. aided and private secondary schools.
 - O_{5.4} To compare the job satisfaction between teachers of Govt./Govt. aided and private secondary schools.

- O₆ Comparison of different variables on the basis of qualification:
- O_{6.1} To compare the adjustment between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed. .
 - O_{6.2} To compare the job stress between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed
 - O_{6.3} To compare the job involvement between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed
 - O_{6.4} To compare the job satisfaction between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed
- O₇ Comparison on the basis of age (Below 40 yrs. and above 40 yrs.)
- O_{7.1} To compare the adjustment between secondary schools teachers who are below 40 years and above 40 years of age.
 - O_{7.2} To compare the job stress between secondary schools teachers who are below 40 years and above 40 years of age.
 - O_{7.3} To compare the job involvement between secondary schools teachers who are below 40 years and above 40 years of age.
 - O_{7.4} To compare the job satisfaction between secondary schools teachers who are below 40 years and above 40 years of age.
- O₈ Comparison on the basis of Experience (Upto 6 yrs. and above 6 yrs.)
- O_{8.1} To compare the adjustment between secondary school teachers having 6 years experience and above 6 years experience.
 - O_{8.2} To compare the job stress between secondary school teachers having 6 years experience and above 6 years experience.
 - O_{8.3} To compare the job involvement between secondary school teachers having 6 years experience and above 6 years experience.
 - O_{8.4} To compare the job satisfaction between secondary school teachers having 6 years experience and above 6 years experience.
- O₉ Comparison on the basis of subjects.
- O_{9.1} To compare the adjustment between secondary school teachers of Arts and Science subjects.

- O_{9.2} To compare the job stress between secondary school teachers of Arts and Science subjects.
- O_{9.3} To compare the job involvement between secondary school teachers of Arts and Science subjects.
- O_{9.4} To compare the job satisfaction between secondary school teachers of Arts and Science subjects.

HYPOTHESES

- H₁ Relationship between adjustment and job stress.
 - H_{1.1} There is no significant relationship between adjustment and job stress of secondary school teachers.
 - H_{1.2} There is no significant relationship between adjustment and job stress of male secondary school teachers.
 - H_{1.3} There is no significant relationship between adjustment and job stress of female secondary school teachers.
- H₂ Relationship between adjustment and job involvement.
 - H_{2.1} There is no significant relationship between adjustment and job involvement of secondary school teachers.
 - H_{2.2} There is no significant relationship between adjustment and job involvement of male secondary school teachers.
 - H_{2.3} There is no significant relationship between adjustment and job involvement of female secondary school teachers.
- H₃ Relationship between adjustment and job satisfaction.
 - H_{3.1} There is no significant relationship between adjustment and job satisfaction of secondary school teachers.
 - H_{3.2} There is no significant relationship between adjustment and job satisfaction of male secondary school teachers.
 - H_{3.3} There is no significant relationship between adjustment and job satisfaction of female secondary school teachers.
- H₄ To compare the adjustment of secondary school teachers belonging to different types if job stress, job involvement and job satisfaction.

- H_{4.1} There is no significant difference in adjustment of secondary school teachers with their high and low level of job stress.
- H_{4.2} There is no significant difference in adjustment of secondary school teachers with their high and low level of job involvement.
- H_{4.3} There is no significant difference in adjustment of secondary school teachers with their high and low level of job satisfaction.
- H₅ Comparison of types of schools
 - H_{5.1} There is no significant difference in adjustment between Govt./Govt. aided and private secondary school teachers.
 - H_{5.2} There is no significant difference in job stress between Govt./Govt. aided and private secondary school teachers.
 - H_{5.3} There is no significant difference in job involvement between Govt./Govt. aided and private secondary school teachers.
 - H_{5.4} There is no significant difference in job satisfaction between Govt./Govt. aided and private secondary school teachers.
- H₆ Comparison on the basis of qualification
 - H_{6.1} There is no significant difference in adjustment between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.
 - H_{6.2} There is no significant difference in job stress between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.
 - H_{6.3} There is no significant difference in job involvement between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.
 - H_{6.4} There is no significant difference in job satisfaction between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.
- H₇ Comparison on the basis of age
 - H_{7.1} There is no significant difference in adjustment between below 40 years and above 40 years secondary school teachers.
 - H_{7.2} There is no significant difference in job stress between below 40 years and above 40 years secondary school teachers.
 - H_{7.3} There is no significant difference in job involvement between below 40 years and above 40 years secondary school teachers.

- H_{7.4} There is no significant difference in job satisfaction between below 40 years and above 40 years secondary school teachers.
- H₈ Comparison on the basis of experience (upto 6 yrs. and above 6 yrs.)
- H_{8.1} There is no significant difference in adjustment between 6 years experienced and above 6 years experienced secondary school teachers.
- H_{8.2} There is no significant difference in job stress between 6 years experienced and above 6 years experienced secondary school teachers.
- H_{8.3} There is no significant difference in job involvement between 6 years experienced and above 6 years experienced secondary school teachers.
- H_{8.4} There is no significant difference in job satisfaction between 6 years experienced and above 6 years experienced secondary school teachers.
- H₉ Comparison on the basis of subjects
- H_{9.1} There is no significant difference in adjustment between Arts and Science subjects secondary school teachers.
- H_{9.2} There is no significant difference in job stress between Arts and Science subjects secondary school teachers.
- H_{9.3} There is no significant difference in job involvement between Arts and Science subjects secondary school teachers.
- H_{9.4} There is no significant difference in job satisfaction between Arts and Science subjects secondary school teachers.

DELIMITATIONS

1. The present study was delimited to 500 secondary school teachers.
2. The present study was restricted to teachers working in Rohtak district.
3. The present study was delimited to schools comes under only two blocks of Rohtak district.
4. The study was delimited only to Govt /Govt. Aided and recognized public schools.

RESEARCH METHODOLOGY

Descriptive survey method of research was used in executing the present study.

POPULATION AND SAMPLE

The Population

Population in the present study comprises of the teachers of secondary schools of the Haryana state.

Sample

In the present investigation, secondary and senior secondary schools were the field of study. As per sample for this work, 500 teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis of stratified random sampling techniques.

TOOLS USED

1. In order to measure the adjustment of secondary school teachers the investigator used S.K. Mangal's Mangal Teacher Adjustment Inventory (MTAI Short Form) Hindi/English. It measures general teacher's adjustment and contains 70 items of Yes /No type.
2. In order to assess the job stress of secondary school teachers the investigator used Occupational Stress Index (OSI) Hindi/English standardized by A.K. Srivastava and A.P. Singh. It contains 46 items and related to different stresses - Overload, role ambiguity, role conflict, group pressure, responsibility, under participation, powerlessness, poor peer relationship etc.
3. In order to assess the job involvement of secondary school teachers the investigator used Job Involvement Scale (JIS) Hindi/English standardized by Santosh Dhar, Upender Dhar and D.K. Srivastava. This scale consists of 10 items on five point rating scale. It is satisfactorily reliable and valid. It has emerged two factors - identification with the job and job centrality. Norms are available in the form of mean and S.D. on a sample of 371 executives working in private and public organizations.

4. In order to measure the job satisfaction of secondary school teachers the investigator used Job Satisfaction Scale for Primary and Secondary Teachers (JSS) Hindi /English standardized by Meera Dixit.

COLLECTION OF DATA:

Keeping all the objectives of the present study in mind, the investigator made full preparation and planning for administration of the tools. Having an authority letter the investigator visited the heads of the schools. She introduced herself to the heads and stated the purpose of coming over there. She asked for permission and time from the schools for the administration of the tools and then visited the schools one by one.

Having got the permission, the investigator visited the teachers, introduced herself to them. Firstly she established rapport with the teachers and then told them about the purpose of her visit to them and gave some hint about the tools she would administer. She also assured the teachers that their responses would be kept confidential and be used for research purpose only. Then all the tools were distributed to the teachers one by one. They were asked to go through the instruction given in the tools. They were also instructed to complete their profile given in the beginning of the tools and to go through each and every item. The teachers were also encouraged to enquire about any item from the investigator if they find it difficult. After collecting the data the investigator thanked the teachers for their cooperation.

STATISTICAL TECHNIQUES USED

For analysis of data, it must be organized in a proper manner. In order to find out relationships of male and female secondary school teachers in adjustment, job stress, job satisfaction and job involvement, the coefficient of correlation techniques was used. In order to find out the significance of difference between the adjustment of secondary school teachers belonging to different categories of job stress, job involvement and job satisfaction of secondary school teachers, ‘t’ test technique was used.

MAIN FINDINGS

On the basis of the analyses and interpretations in the previous chapter the following findings have been drawn out.

Correlation Between Adjustment And Job Stress

Negatively significant co-relation was found between adjustment and job stress of secondary school teachers. In case of female and male secondary school teachers, the co-relation is very significant. As Job stress of secondary school teachers increases their adjustment deceases.

Correlation Between Adjustment And Job Involvement

Positively significant co-relation was found between adjustment and job involvement of secondary school teachers. The co-relation between female and male secondary school teachers is also significant. As job involvement of secondary school teachers increases their adjustment also increases.

Correlation Between Adjustment and Job Satisfaction

Positively significant co-relation was found between adjustment and job satisfaction of secondary school teachers. In case of female and male secondary school teachers also the co-relation is very significant. As job satisfaction of secondary school teachers increases their adjustment also increases.

Comparison of Adjustment on the Basis Of Job Stress, Job Involvement and Job Satisfaction

- (a) High job stress group of secondary school teachers were found to have significantly less adjustment with their job in comparison to low job stress group of secondary school teachers.
- (b) High job involvement group of secondary school teachers were found to have significantly better adjustment with their job in comparison to low job involvement group of secondary school teachers.

- (c) High job satisfaction group of secondary school teachers were found to have significantly better adjustment with their job in comparison to low job satisfaction group of secondary school teachers.

Comparison of Adjustment in Relation to Demographic Variables

- (a) No significant difference was found in adjustment between Govt./ Govt. aided and private secondary school teachers.
- (b) P.G./B.Ed. secondary school teachers were found to possess significantly better adjustment than Graduate /B.Ed. secondary school teachers.
- (c) Above 40 years secondary school teachers were found to possess significantly better adjustment than below 40 years secondary school teachers.
- (d) Secondary school teachers having teaching experience more than six years were found to possess significantly higher adjustment than secondary school teachers having teaching experience up to six years.
- (e) No significant difference was found in adjustment of Arts and Science subjects secondary school teachers.

Comparison of Job-Stress With Relation to Demographic Variables

- (a) Govt./Govt. aided secondary school teachers were found to have significantly less job stress in comparison to private teachers.
- (b) No significant difference was found between teachers having P.G./B.Ed. and Graduate/B.Ed. qualification.
- (c) Secondary school teachers having age above 40 years were found to have significantly less job stress in comparison to below 40 years secondary school teachers.
- (d) Secondary school teachers having teaching experience up to six years were found to have significantly more job stress than above six years experienced secondary school teachers.
- (e) No significant difference was found in job stress of Arts and Science secondary school teachers.

Comparison of Job-Involvement in Relation to Demographic Variables

- (a) Secondary school teachers of Govt./Govt. aided schools were found to have significantly less job involvement than secondary school teachers of private schools.
- (b) P.G./B.Ed. Secondary school teachers were found to have significantly higher job involvement than Graduate./B.Ed. secondary school teachers.
- (c) Below 40 years secondary school teachers were found to have significantly better job involvement in comparison to secondary school teachers who were above 40 years.
- (d) Up to 6 years experienced secondary school teachers were found to have significantly more job involvement than above 6 years experienced secondary school teachers.
- (e) Science teachers of secondary schools were found to show significantly more job –involvement in comparison to arts subject secondary school teachers.

Comparison of Job-Satisfaction in Relation to Demographic Variables

- (a) Govt./Govt. aided secondary school teachers were found to have significantly better satisfaction with their job than private secondary school teachers.
- (b) P.G./B.Ed. secondary school teachers were found to have significantly better satisfaction with their job than Graduate/B.Ed. secondary school teachers.
- (c) Above 40 years secondary school teachers were found to have significantly better satisfaction with their job than secondary school teachers belonged to below 40 years of age.
- (d) Above six years experienced secondary school teachers were found to have significantly better satisfaction with their job than only six years experienced secondary school teachers.
- (e) No significant difference was found in job-satisfaction of art and science subjects secondary school teachers.

CONCLUSION

On the basis of analysis and interpretation of data, the following conclusions can be drawn.

Adjustment and Job Stress

From the results, it may be concluded that adjustment and job stress of secondary school teachers have negative correlation that is as the job stress increases adjustment decreases and vice-versa. Also, in case of male and female secondary school teachers' adjustment and job stress have negative correlation that is as job stress of male or female secondary school teachers increases adjustment decreases and vice-versa.

Adjustment and Job Involvement

From the results, it may be concluded that adjustment and job involvement of secondary school teachers have positive correlation that with the increase in job-involvement, the adjustment of secondary school teachers increases and vice-versa. In case of male secondary school teachers, it may be concluded that higher score in job-involvement of male secondary school teachers demonstrate more adjustment and vice-versa. Same is in case of females i.e., with the increase in job involvement of female secondary school teachers, the adjustment will also increases and vice-versa.

Adjustment and Job Satisfaction

It may be concluded from the results that adjustment and job satisfaction of secondary school teachers have positive correlation that is with increase in job satisfaction, the adjustment of secondary schools male or female teachers will also be increased and vice-versa. Adjustment and job satisfaction have positive correlation that is as job satisfaction of secondary school teachers increases, the adjustment also increase and vice-versa.

Adjustment and Independent Variables (Job Stress, Job Involvement and Job Satisfaction)

- a) From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job stress. It means that higher the job stress, lesser the adjustment.

- b) From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job involvement. It means that high job involvement group of secondary school teachers have significantly better adjustment with their job in comparison to low job involvement group.
- c) From the results, it may be concluded that there exists significant difference in adjustment of secondary school teachers with high and low level of job satisfaction. It means that high job satisfaction group of secondary school teachers have significantly better adjustment with their job in comparison to low job satisfaction group.

Comparison of Adjustment with respect to Demographic Variables

- a) Secondary school teachers teaching in government/government-aided secondary school teachers were found to possess significantly better adjustment than private secondary school teachers.
- b) Secondary school teachers having PG/B.Ed. qualifications were found to possess higher or better adjustment than secondary school teachers having qualifications of graduation/B.Ed..
- c) Above 40 years secondary school teachers were found to have significant better adjustment than below 40 years of age secondary school teachers.
- d) Adjustment of secondary school teachers having six years and above six years experience were to have almost same.
- c) Adjustment of arts and science subject-teachers was found to be almost same.

Job Stress and Demographic Variables

- a) Government/Government-aided secondary school teachers were found to have less job stress than private teachers.
- b) No significant effect of higher qualification on job-stress was found.
- c) Above 40 years secondary school teachers were found to have less job stress in comparison to below 40 years secondary school teachers.
- d) Upto six years experienced secondary school teachers were found to have higher job stress than above 6 years experienced secondary school teachers.

- e) No significant difference in job stress of science and arts subjects was found.

Job-Involvement and Demographic Variables

- a) Secondary school teachers of Government / Government-Aided schools were found to have less job involvement than private secondary school teachers.
- b) It was found that P.G./B.Ed. educated teachers have more job-involvement in comparison to Graduate/B.Ed. educated secondary school teachers..
- c) Secondary school teachers who were below 40 years of age were found to have more job-involvement than secondary school teachers who were above 40 years of age.
- d) Six years' experienced secondary school teachers were found to get more job involved than above 6 years experienced secondary school teachers.
- e) Science teachers were found to show more job-involvement at secondary school level in comparison to arts subject teachers.

Job Satisfaction and Demographic Variables

- a) Government / Government-aided secondary school teachers were found to have better job satisfaction than private secondary school teachers.
- b) P.G./B.Ed. secondary school teachers were found to have better job satisfaction than Graduate/B.Ed. secondary school teachers.
- c) Above 40 years secondary school teachers were found to have better satisfaction with their job than secondary school teachers belonged to below 40 years of age.
- d) Above six years experienced secondary school teachers were found to have significantly better satisfaction with their job than only 6 years experienced secondary school students.
- e) No significant difference was found in job satisfaction between Arts and Science subjects secondary school teachers.

DISCUSSION OF RESULTS

The present study was conducted with respect to adjustment, job stress, job-involvement and job satisfaction of secondary school teachers. Secondary school teachers experience all the above mentioned variables but they varies with respect to

aforesaid demographic variables. The findings of the present study are in consonance or contrast with the findings of following studies in the area and hence are supported by empirical evidences also. The findings of the present investigation that P.G./B.Ed. educated teachers have more job-satisfaction than graduate/B.Ed. ones is in consonance with the findings of Negi (1974) who concluded that M.Sc. teachers have more job-satisfaction than B.Sc. ones.

On the basis of result of present study, it was concluded that there exist a positive co-relation between age and job-satisfaction, which is in consonance with the study of Gupta's and Nisha (1978) who concluded highest consolation between age and job-satisfaction of teachers.

The present study indicates that both female and male teachers have positive correlation between adjustment and job satisfaction. But this finding is not in consonance with the finding of Porwal (1980) who worked on job-satisfaction of Sec. School teachers with respect to demographic variables and found that their sex produced difference in the level of job-satisfaction this may be due to the schools situation i.e. whether they situated in rural areas or in urban areas.

The present study reveals that Govt./Govt.-aided secondary school teachers have significantly better satisfaction with their job than private secondary school teachers. The possible reason for this may be that the govt./govt. aided teachers have less chance of to get out off their job than private ones. But this finding is similar with the findings of Kulsum (1985) who found that corporation and government school teachers are more satisfied in comparison to private school teachers. The present study also shows significant difference in job-satisfaction among teachers below 40 years and above 40 years of age i.e. above 40 years age secondary school teachers have significantly better satisfaction with their job than below 40 years secondary school teachers. But this finding is not in consonance with the finding of Subhdhi (2002) who found that young teachers were more satisfied with their jobs than the old ones.

The present study reveals that their exist a significant difference in adjustment between below 40 years and above 40 years age of secondary teachers. It was found that 40 years secondary school teachers have significantly better

adjustment than below 40 years secondary school teachers, which is not in consonance with the findings of Shakuntala and Sabapathy (1999) who concluded that young teachers make better adjustment than older teachers. This may because of starting enthusiasm for one's job in young teachers.

The present study reveals that there exist no significant difference in adjustment between six years experienced and above six years experienced secondary school teachers which is in consonance with the study of Malhotra (2001), who found that teaching experience is effective but its effect was not significant.

The present study also shows significant difference in adjustment between Govt./Govt. aided and private secondary school teachers i.e. Govt./Govt. aided secondary school teachers have significant better adjustment than private school teachers, which is not in consonance with Singh (2002) who found no significant difference between adjustment of Govt./Govt. aided and private secondary school teachers. This may be due to the development of concern area of the study.

The present study shows that there exist no significant difference between six years experienced and above six years experienced secondary school teachers which is not in consonance with the study of Kumar (2008) who concluded that there exist a significant difference between teachers having high teaching experience and low teaching experience.

The present study reveals that below 40 years secondary school teachers have better job-involvement than above 40 years school teachers. The possible reason for this significant difference may be due to decreasing intensity with their profession which is in consonance with the result of Deo, J.M. and Singh A.K. (2004) also found the same result.

The present study reveals that Govt./Govt. aided secondary school teachers have less job-stress in comparison to private teachers which is in consonance with the study of Bharathi and Reddy (2002) who also concluded that Govt./Govt. aided school teachers experienced less job stress than private school teachers. This may be due to higher job stress in the area of time demand, job security in case of private school teachers.

The present study reveals that above 40 years secondary school teachers have less job stress in composition to below 40 years secondary school teachers which is not in consonance with the study of Sabu and Jaugiah (2005) who found that in long run the tendency of features gets prove to older. The result of their study reveals that there exist no difference in adjustment, job-stress and job-satisfaction of Arts and Science teachers of secondary schools. But there exist difference in job-involvement of Arts and Science teachers of secondary schools. These may be due to practical subjects in case of science stream. It was found that there exist no significant difference between Arts and Science secondary school teachers in case of adjustment, job-stress and job-satisfaction.

EDUCATIONAL IMPLICATIONS

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The present study was concerned with the comparison of job stress, job involvement and job satisfaction of secondary school teachers regarding their adjustment.

Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming herself or himself into a powerful person. The present study is related to study of adjustment, job satisfaction, job involvement and job stress of secondary school teachers.

Though the present study was restricted to only five hundred teachers teaching at secondary level in secondary schools of two blocks of Rohtak district i.e. Rohtak and Kalanaur of Haryana, its findings have important educational implications for all teachers of the state as well as in other states.

The present study has its impact on educational implications especially for teachers. It shows that adjustment of the teachers is depended on their job satisfaction, job involvement and job stress. There is a significant relationship between them. In other words, degree of job satisfaction, job involvement and job stress have too much influence on the adjustment of teachers whether the teacher is

male or female teachers. Therefore, they are dependent of each other. A teacher who is well adjusted have good job satisfaction, job involvements. Similarly a person have high job stress may not be well adjusted.

It indicates that the teacher's adjustment may be depended on other variables. Degree of job satisfaction and job stress affect the teacher adjustment. Similarly, adjustment of teacher affects the job involvement of teacher. A well adjusted teacher has good job involvement.

In the present study, it was found that all the four variables i.e. adjustment, job satisfaction, job involvement and job stress have a significant relationship. Again, there is a significant difference between adjustment and job satisfaction of the male and female teachers.

The present study will undoubtedly enrich the existing stock of knowledge in the field of education. The study has great relevance for the teachers.

Thus, the finding may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators and policy makers especially concerned with the infrastructure of schools. The present study has given a clear picture of the current situation to help and identify the factors responsible for job stress, job involvement creating problems in the life of secondary school teachers and then how to cope with them to develop harmonious relationship between performance and adjustment of teachers.

SUGGESTIONS FOR FURTHER STUDY

1. The same study can be conducted on all the population of the school teachers of Haryana.
2. Study can be conducted on college lecturers.
3. Study can be conducted on teachers of other states.
4. A study can be conducted to compare adjustment of teachers of two different states.
5. A comparative study can be conducted on government and non-government school teachers.
6. Comparative study can be conducted on teachers of different economic classes and castes.

7. The present study has been conducted by using the statistical techniques like ‘t’ test and correlation. Similar study can be conducted by using ANOVA etc.
8. Present study was conducted on the teachers of secondary level only, similar attempt can be made at elementary as well as higher secondary school teachers.