

Life Satisfaction of Secondary School Teachers in Relation to their Adjustment

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Abstract

Abstract: The present study is to investigate the life satisfaction of secondary school teachers in relation to their adjustment. Study was undertaken on sample 120 secondary school teachers from Abohar. On standardized tools scores of life satisfaction and adjustment was taken. K-S test was used to test the normality of data. Pearson's coefficient of correlation was calculated to find out the relationship between life satisfaction and adjustment of secondary school teacher. t-ratios were calculated to test the significance of difference between various groups of teachers. **Conclusion:** There is hardly any positive correlation between life satisfaction and adjustment of secondary school teachers. Hence the teacher who is not fully satisfied with life can also adopt strategies to adjust well at job and could channelize energy in a positive manner. Rather the environment at job place keeps person busy and away from his problems. Life satisfaction and adjustment of secondary school teachers has nothing to do with gender differences of secondary school teachers. Stream of secondary school teachers whether science and arts leaves no impact on the Life satisfaction and adjustment. Marital status in not a variant which affects the Life satisfaction and adjustment of Secondary School teachers'

KEYWORDS: Life satisfaction, Adjustment, Secondary School Teachers

INTRODUCTION

The teachers by virtue of their position and role are one of the most important agents of the transmission and enrichment of culture in today's society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make a massive impact on the personality, character, intellectual growth, attitude and value of the future citizen. In view of their critical role, it is important to the society to provide adequate equipment to enable them to meet the challenges of their task and Indian society is no expectation of it. In this context the teachers have more responsibilities in shaping and building the character, especially mental characters of students. Development of a nation has always relied on knowledge acquired through education and its practical Implications. Considering any effective education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of a quality education system. Teachers are the persons who could develop and mould the learners as good citizens. They should develop a higher attitude towards the teaching profession, do extremely well in their academic performance and enhance lifelong skills to face in future. Hence they have to contribute a lot to the society in general and to the student in particular. So it is mandatory that they should be well adjusted and duly satisfied in their lives to contribute maximum to society through the pious profession of teaching.

LIFE SATISFACTION

SATISFACTION is a Latin word that means to make or do enough. Satisfaction with one's life implies contentment with or acceptance of one's life circumstances, or the fulfillment of one's wants and needs for one's life as a whole. In essence, life satisfaction is a subjective assessment of the quality of one's life. Because it is inherently an evaluation, judgments of life satisfaction have a large cognitive component.

Life-satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads. Life satisfaction is defined as a cognitive evaluation of one's life as a whole and or of specific life domains (Huebner, Valois, Paxton, & Drane, 2005; Myers & Diener, 1995). This cognitive assessment however is based on how people believe their life should be in relation to how it is (Paschali & Tsitsas, 2009). The question of what determines or causes life satisfaction has been recurrent in literature and most of the research in this area can be categorized into two major divisions; namely, evidence implicating personality factors (i.e., genetics, inborn traits) and evidence implicating environment factors (i.e., life circumstances and life events)

Life satisfaction is a state of feelings pleasures in an organism when it has achieved the goal of dominant motivating tendencies. Life satisfaction could be intrinsic as well as extrinsic. The criterion of life satisfaction of a person is the amount of happiness the Individual obtains through his work in life. It is accepted that the 'happy person' is the one who is fully satisfied with his life. Happiness can never be full on complete if man does not keep in mind and actively supports the welfare of society which has claim on him in many direct, indirect and often subtle ways. Life satisfaction includes many aspects as health, job, personal, economic, mental as well as social. Man should be satisfied in all these aspects. A dissatisfied person is always surrounded by various troubles, obstacles and he faces hurdles in the performance of his duties assigned to him. Instead of becoming a good teacher and a good citizen in future, he becomes an irritable person. So, life satisfaction must be there one's occupation is the water shed down which one's life flows. Hence, it is quite possible that a person dissatisfied in his life may carry over his dissatisfaction to his occupation and vice versa. As such a person; who is dissatisfied in his life, may be dissatisfied with the job for no reasons related to the job.

ADJUSTMENT

Adjustment is the balance between the needs and the circumstances that influence the satisfaction of the needs. Adjustment is an essential for one to be able to lead a normal life. Adjustment is a healthy energetic participation in group activities, grasping of responsibilities of times to the point of leadership. Adjustment is the condition of harmony that exists between the individual and his environment. It depends on the individual's innate potentialities and characteristics of his environment. Man has the highest capacities to adapt to new situation. These capacities need to be developed to their fully and education is to play an important role in it. Man as social animal not only adapts to physical demands but he also adjust to society. Life would be very happy indeed if our needs were immediately and automatically satisfied. But as we know there are many obstacles, both environment and personal, which sometimes complicate our efforts to maintain and actualize ourselves. Such obstacles place adjustive demands on

the organism. They require extra efforts and a change in ongoing activity. If the individual deals with his problems effectively, he is said to be well adjusted to be adapting successfully to both the inner and outer demands being made upon him.

Adjustment can be defined as person's interaction with his environment. Each person constantly strives to meet his needs and reach his goal. At the same time he is under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environment demands. That individuals may be said to be well adjusted whose aspirational levels are not too far away from the possibilities of achievement, who has no problems that provoke undue emotional disturbances and who finds no circumstances that too seriously threaten his security.

Adjustment is a dynamic thing. A person's adjustment can be expected to change from situation to situation. It can also be expected to change over a period of time in a particular situation. We keep changing throughout life. We constantly change, at the same time our environment is also changing. So continuous adjustment is not something which we achieve once and for all times. Teaching once was considered as a noble job but, within the last decade it has become an increasingly stressful profession for school teachers. Increased work load, insufficient salary package, fast changing curriculum, increase in the responsibilities of the students, modern fast mechanical life, conflicts with the colleagues and with higher authorities have made the teaching profession more stressful. These stress as ultimately give rise to many other psychological problems like depression, anxiety, etc. It must be constantly achieved and reached. In due course, the school teachers face difficulties in adjusting to the job thereby finally getting adjustment problems and disorders. This leads to miserable classroom environment, thereby affecting the learning process of the children.

REVIEW OF RELATED LITERATURE

Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching.

Tamilselvi & Thangarajathi (2013) attempted to use Yogic Science, on school teachers to reduce their adjustment problems. A small experimental research was done to find the effects of Yoga on Adjustment problems of school teachers by giving a regular practice of Yoga. The mean score values of all the dimensions and total Adjustment in the post test are lesser than that of the pretest ensuring a reduction in them after Yoga. Hence it was concluded that Yoga helps in reducing all Adjustment problems among school teachers.

Akan (2015) determined the relations between the organizational creativity perceptions and life satisfaction levels of the teachers. Data was collected from 233 primary and secondary school teachers working in Yakutiye county of Erzurum. In the analysis of the obtained data, arithmetic mean, standard deviation, Pearson's product moment correlation and simple linear regression analysis were used. The findings show that there is a statistically significant and positive relation between the perceived organizational creativity perceptions and life satisfaction levels of the teachers and the life satisfaction levels of the teachers is a significant predictor of their organizational creativity perceptions.

Bigdeloo & Bozorgi(2016) investigated the relationship between the religious attitude, self-efficacy, and life satisfaction in high school teachers of Mahshahr City. 253 people of all high school teachers in Mahshahr City, in Iran were selected as the sample using the multistage cluster sampling method. For data analysis, Pearson's correlation coefficient was used. Results showed that there is a positive and meaningful relationship between the religious attitude and life satisfaction. In addition, there is a meaningful relationship between the religious attitude and self-efficacy. Results also showed that religious attitude and self-efficacy can predict the life satisfaction.

Erdamar & Demirel (2016) aimed to find out job and life satisfaction and work-family and family-work conflict levels of teachers. The population of the study consisted of 406 teachers who work in public and private preschools, primary, secondary, and high schools in Ankara. According to the results of the study, job satisfaction average of teachers is good and life satisfaction average is moderate. The results also suggest that teachers suffer more from work-family conflict than from family-work conflict. A negative and significant correlation has been found between job satisfaction and work-family conflict and also family-work conflict. According to the results of the hierarchic regression analysis, the variables that best predict job satisfaction are life satisfaction and work-family conflict.

RATIONALE OF THE STUDY

In today's times, survival has become tougher and every phase of life poses many challenges. Major aspect of one's professional life is connected to the person's emotional and mental satisfaction. Repaid industrialization, urbanization and ever changing scenario of education has brought a drastic change in teacher's lives. Life of teachers has become chaotic, full of stress and strain. Everyone who remembers educational experiences remembers his own teachers not the method and techniques. Teachers undoubtedly being on indispensable for educational process play vital role in the upliftment of society. No others educational gadget can ever replace human element of education. But in the present era, life satisfaction of this human element i.e. teachers has become a rare and priced commodity. Satisfaction with life is an indicator of well being. Only a well adjusted, friendly, enthusiastic, satisfied secure teacher can contribute to the well being of the pupils. So, considering the importance of causative factor, the investigator felt the need to undertake this study. This has motivated the researcher to take up study of life satisfaction comprehensively with adjustment.

The need of the study is to find out satisfaction of teachers in their life because if they satisfied in their life, they will be satisfied in their occupation and perform their job in a better way. There is mushrooming growth of school during recent years but there is unavailability of adequate teaching learning material, poor infrastructure and new recruitment policy, inadequate salary and poor connectivity. These factors could cause an impact on their job satisfaction. The study aims to find out the impact of these factors on their life satisfaction. So considering the importance of causative factor, the researcher proposed to undertake this study.

OBJECTIVES OF THE STUDY

- To study the life satisfaction of secondary school teachers.

- To study the adjustment of secondary school teachers.
- To study the relationship between life satisfaction and adjustment of secondary school teachers.
- To study the difference in life satisfaction of male/female, married/unmarried, science/arts secondary school teachers.
- To study the difference in adjustment of male/female, married/unmarried, science/arts secondary school Teachers.

HYPOTHESES OF THE STUDY

1. There exists significant relationship between life satisfaction and adjustment of secondary school teachers.
2. There exists no significant difference between life satisfaction of male and female secondary school teachers.
3. There exists no significant difference between adjustment of male and female secondary school teachers.
4. There exists no significant difference between life satisfaction of science and arts secondary school teachers.
5. There exists no significant difference between adjustment of science and arts secondary school teachers.
6. There exists no significant difference between life satisfaction of married and unmarried secondary school teachers.
7. There exists no significant difference between adjustment of married and unmarried secondary school teachers.

SAMPLE OF THE STUDY

The research investigation was carried out on 120 Secondary School Teachers of Abohar City.

TOOLS AND TECHNIQUES USED

Following tools are used for the purpose of study:

- Life Satisfaction Scale by Q.G. Alam and Ram Ji Srivastava (1993)
- Mangal Teacher Adjustment Inventory by Dr. S. K. Mangal (2007)

PROCEDURE

After going through the method of administration and scoring of tools. The investigator approached the principals of the Senior Secondary Schools with a request that she wanted time for the purpose of data collection in connection with her research work. The head of institutions were kind enough to give time for the purpose. The investigator reached various schools at fixed time and date; data was collected from teachers in their free periods. Scoring of the test was done with the help of manuals and other relevant material.

STATISTICAL TECHNIQUES TO BE USED

- K-S test was used to test the normality of data.
- Pearson's coefficient of correlation was calculated to find out the relationship between life satisfaction and adjustment of secondary school teacher.
- t-ratios were calculated to test the significance of difference between various groups of teachers.

DESIGN OF THE STUDY

Normative Survey was conducted on a sample 120 secondary school teachers to find out relationship between Life Satisfaction and Adjustment.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS - I

THERE EXISTS SIGNIFICANT RELATIONSHIP BETWEEN LIFE SATISFACTION AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

To verify this hypothesis coefficient of correlation was computed between scores of life satisfaction and adjustment of secondary school teachers.

Table - I

Coefficient of Correlation between Life Satisfaction and Adjustment of Secondary School Teachers

Sr. No	Variables	N	r	Level of Significance
1	Life Satisfaction	120	0.078	Not Significant at 0.05 and 0.01 Levels.
2	Adjustment	120		

Table-I shows that correlation between Life Satisfaction and Adjustment of secondary school teachers is $r = 0.078$. The coefficient of correlation in order to be significant at 0.05 and 0.01 level should be 1.74 and 0.228 respectively. Obtained correlation value is much less than this so it is not significant at 0.05 and 0.01 levels of significance. It shows that life satisfaction and adjustment does not co-relate.

Hence hypothesis-I that, "There exists significant relationship between life satisfaction and adjustment of secondary school teachers", is not accepted.

HYPOTHESIS - II

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN LIFE SATISFACTION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

Table - II
t-ratio between Mean Scores of Life Satisfaction of Male and Female Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
1	Male	60	43.01	2.84	0.56	0.45	not Significant at 0.05 and 0.01 levels.
2	Female	60	42.76	3.26			

Table-II shows that t-ratio between the mean scores of male and female secondary school teachers is 0.45. The t-ratio in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Since obtained t-ratio is less than the table values and is not significant at .05 and .01 levels. It shows that life satisfaction of male and female secondary school teachers does not significantly differ at 0.051 and 0.01 levels respectively.

Hence hypothesis II that “There exists no significant difference in the life satisfaction of male and female of secondary school teacher.”, stands accepted.

HYPOTHESIS - III

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN ADJUSTMENT OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

Table - III
t- ratio between Mean Scores of Adjustment of Male and Female Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
1	Male	60	48	12.48	2.16	1.89	Not Significant at 0.05 and 0.01 levels
2	Female	60	43.9	11.21			

Table-III shows that t-ratio between the mean scores of male and female secondary school, teacher is 1.89. The t-ratio in order to be significant at 0.05 and 0.01 level should

be 1.98 and 2.62 respectively. Since obtained t-ratio is less than this and is not significant at 0.05 and 0.01 levels of significance. It shows that adjustment of male and female secondary school teachers does not differ at 0.05 and 0.01 levels respectively.

Hence hypothesis III that “There exists no significant difference in the adjustment of male and female of secondary school teachers”, stands accepted.

HYPOTHESIS - IV

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN LIFE SATISFACTION OF SCIENCE AND ARTS SECONDARY SCHOOL TEACHERS

Table - IV

t-ratio between Mean Scores of Life Satisfaction of Science and Arts Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
1	Science	60	42.9	3.02	0.54	0.037	Not Significant at 0.05 and 0.01 levels
2	Arts	60	42.88	3.09			

Table- IV shows that t-ratio between the mean scores of Science and Arts secondary school, teacher is 0.037. The t-ratio in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Since obtained t-ratio is less than this and is not significant at 0.05 and 0.01 level of significance. It shows that life satisfaction of science and arts secondary school teachers does not significantly differ at 0.05 and 0.01 levels respectively.

Hence hypothesis IV that “There exists no significant difference in the life satisfaction of Science and Arts secondary school teachers”, stands accepted.

HYPOTHESIS - V

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN ADJUSTMENT OF SCIENCE AND ARTS SECONDARY SCHOOL TEACHERS

Table - V

t-ratio between Mean Scores of Adjustment of Science and Arts Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
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1	Science	60	46.68	12.03	2.19	0.67	Not Significant at 0.05 and 0.01 levels
2	Arts	60	45.21	12.01			

Table V shows that t-ratio between the mean scores of Science and Arts secondary school, teacher is 0.67. The t-ratio in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Since obtained t-ratio is less than this and is not significant at .05 and .01 level of significance. It shows that adjustment of science and arts secondary school teachers does not differ at 0.05 and 0.01 levels respectively.

Hence hypothesis-V that, "There exists no significant difference in the adjustment of Science and Arts of secondary school teachers", stands accepted.

HYPOTHESIS - VI

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN LIFE SATISFACTION OF MARRIED AND UNMARRIED SECONDARY SCHOOL TEACHERS

Table – VI
t-ratio between Mean Scores of Life Satisfaction of Married and Unmarried Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
1	Married	60	42.68	3.13	0.55	0.76	Not Significant at 0.05 and 0.01 levels
2	Unmarried	60	43.1	2.967			

Table VI shows that t-ratio between the mean scores of married and unmarried secondary school, teacher is 0.76. The t-ratio in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Since obtained t-ratio is less than this and is not significant at 0.05 and 0.01 level of significance. It shows that life satisfaction of marriage and unmarried secondary school teachers does not significantly differ at 0.05. and 0.01 levels respectively.

Hence hypothesis VI that “There exists be no significant difference in the life satisfaction of married and unmarried of secondary school teachers” , stands accepted.

HYPOTHESIS - VII

THERE EXISTS NO SIGNIFICANT DIFFERENCE BETWEEN ADJUSTMENT OF MARRIED AND UNMARRIED SECONDARY SCHOOL TEACHERS

Table - VII

t- ratio between Mean Scores of Adjustment of Married and Unmarried Secondary School Teachers

Sr. No	Sub Sample	N	Mean	SD	SED	t-value	Level of Significance
1	Married	60	43.416	12.53	2.14	2.36	Not Significant at 0.05 and 0.01 levels
2	Unmarried	60	48.48	10.96			

Table VII shows that t-ratio between the mean scores of married and unmarried secondary school, teacher is 2.36. The t-ratio in order to be significant at 0.05 and 0.01 level should be 1.98 and 2.62 respectively. Since obtained t-ratio is less than this and is not significant at 0.05 and 0.01 level of significance. It shows that adjustment of marriage and unmarried secondary school teachers does not significantly differ at 0.05 and 0.01 levels.

Hence hypothesis VII that “There exists no significant difference in the adjustment of married and unmarried of secondary school teachers”, stands accepted.

FINDINGS OF THE STUDY

1. It is inferred from the results that there is no significant relationship between life satisfaction and adjustment of secondary school teachers. So hypothesis-1 “There exists significant relationship between life satisfaction and adjustment of secondary school teachers” is not accepted.
2. It is inferred from results that there is no significant difference between life satisfaction of male and female secondary school teachers. So hypothesis-2 “There exists no significant difference between life satisfaction of male and female secondary school teachers”, is accepted.
3. It is inferred from results that there is no significant difference between adjustment of male and female secondary school teachers. So hypothesis-3 “There exists no significant difference between adjustment of male and female secondary school teachers”, is accepted.

4. It is inferred from results that there is no significant difference between life satisfaction of science and arts secondary school teachers. So hypothesis-4 “There exists no significant difference between life satisfaction of science and arts secondary school teachers”, is accepted.
5. It is inferred from results that there is no significant difference between adjustment of science and arts secondary school teachers. So hypothesis-5 “There exists no significant difference between adjustment of science and arts secondary school teachers”, is accepted.
6. It is inferred from results that there is no significant difference between life satisfaction of married and unmarried secondary school teachers. So hypothesis-6 “There exists no significant difference between *life satisfaction of married and unmarried* secondary school teachers”, is accepted.
7. It is inferred from results that there is no significant difference between adjustment of married and unmarried secondary school teachers. So hypothesis-7 “There exists no significant difference between *adjustment of married and unmarried* secondary school teachers”, is accepted.

CONCLUSIONS

On the basis of analysis of data and Findings of the study the following conclusions are drawn:

- ❖ There is hardly any positive correlation between life satisfaction and adjustment of secondary school teachers. Hence the teacher who is not fully satisfied with life can also adopt strategies to adjust well at job and could channelize energy in a positive manner. Rather the environment at job place keeps person busy and away from his problems.
- ❖ Life satisfaction and adjustment of secondary school teachers has nothing to do with gender differences.
- ❖ Stream of secondary school teachers whether science and arts leaves no impact on their Life satisfaction and adjustment
- ❖ Marital status of secondary school teachers in not a variant which affects the Life satisfaction and adjustment of teachers

EDUCATIONAL IMPLICATIONS

- ✓ It is highly important for the future of our country that teachers, to whom we entrust our future and who contribute greatly to the development of our country, have high levels of adjustment and life satisfaction. Therefore, it is critical that school administrators take the necessary steps to ensure this.
- ✓ Well adjusted teachers will be able to contribute to the well being of the pupils.
- ✓ Become aware of all sorts of situations at work place and everywhere and learn to tackle them smoothly without affecting the self
- ✓ Teachers need to learn how adjust well, to take good care of their physical and psychological health, and to be able to maintain their work-life balance.
- ✓ Individual and organizational strategies are required in order to increase adjustment at work space and life satisfaction of teachers and to decrease the conflicts they have.

DELIMITATIONS OF THE PROBLEM

- The present study is delimited to two variables only i.e. life satisfaction and adjustment.
- The present study will be delimited to 120 secondary school teachers
- The study will be limited to the secondary school teachers of Abohar City.

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