

MENTAL HEALTH PROFILE OF POSTGRADUATE TEACHERS: JOB ANXIETY, JOB SATISFACTION AND PERSONALITY ADJUSTMENT OF POST GRADUATE TEACHERS IN DEHRADUN

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ABSTRACT

The objective of this study was to study the level of job anxiety, job satisfaction and personality adjustment among post graduate teachers (PGTs) working in Dehradun. The researcher used descriptive method involving measurement, evaluation, comparison, and interpretation. Total 360 PGTs from private and government schools were assessed. While selecting samples, equal numbers of male and female PGTs are selected from equal number of private and government schools. A.K. Srivastav's Job anxiety scale was used to measure job anxiety and stress level. Dixit's Job satisfaction scale (DJSS) was used to study the job satisfaction level. Personality adjustment inventory developed by C.P. Sharma was used to measure different levels of personality adjustment. Mean, standard deviation, t-test, and χ^2 test were applied for statistical analysis of data and to find out significant difference among PGTs. Level of job satisfaction among PGTs was found more toward average. 50.56% female PGTs are above the average category of job satisfaction as compared with 45.83 % male PGTs. 58.89 % male PGTs working in government schools are well satisfied as compared with 23.33 % in private schools. 58.89 % female PGTs working in government schools are well satisfied as compared with 42.22 % working in private schools. Among private and government schools, female PGTs are more satisfied as compared with male PGTs. 63.33% PGTs are facing high level of job anxiety. 65% male are facing higher anxiety as compared with 61.66% female PGTs. Total 77.78% PGTs in private schools are facing higher anxiety as compared with 48.89% of government schools. 48.89% female PGTs are having good personality adjustment as compared with 38.88% males. While 28.33% male PGTs have shown poor personality adjustment as compared with 12.22% females. Among private school PGTs, 53.33% females possess good personality adjustment as compared with 42.22%

males and 24.44% males have poor personality adjustment as compared with 5.56% females. Among PGTs working in government school, 45.56% female possess good personality adjustment as compared with 34.44% males. While 34.44% males have poor personality adjustment as compared with 16.67% females. Among male PGTs, 42.22% private schools PGTs have good personality adjustment as compared with 34.44% of government school male PGTs while 34.44% males from government school possess poor personality adjustment as compared with 24.44% males of private schools. 53.33% private school females PGTs possess good personality adjustment while only 45.56% from government schools. It is observed that high number of PGTs is less satisfied and have high job anxiety with lower personality adjustment. PGTs working in private schools face low level of job satisfaction and high job anxiety as compound with those working in government schools.

Key words: *Post Graduate Teachers (PGTs), Job anxiety, Job satisfaction, Personality adjustment, Private schools, Government schools.*

INTRODUCTION

Teacher's performance is the most crucial input in the field of education. Whatever policies we have laid down in the ultimate analysis these have to be implemented by teachers as much through teaching learning process. Unless capable and committed teachers are in service, the educational system cannot utilize them for becoming a suitable and potential instrument for national development. But when teacher feels uneasiness apprehensive, dissatisfied, frustrated, and maladjusted also insecurity towards job, this leads to job anxiety and maladjustment in personality.

Job satisfaction is the satisfaction perceived by an individual about his job. It represents a combination of positive and negative feelings of an individual towards his own work. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Hoppock, (1935) stated job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. It is directly linked with productivity and personal well being (Chambers, 1999). It implies enthusiasm and happiness with one's work. Job satisfaction is the key component that leads to recognition, income, promotion and the achievement of goals that lead a feeling of fulfillment. It is an attitude which is the result of many specific attitudes in three areas, viz. specific job factors, individual characteristics and group relationships outside the job. Job satisfaction plays an important role in

imparting excellent education to the students as it acts as a motivating factor. It is essential for the individuals engaged in teaching profession because effective teaching depends upon various factors associated with it.

Herzberg (1957) found that there is a significant relationship between the age and job satisfaction of teachers. Job satisfaction is high for youthful employee immediately after employment and drops sharply after a few years. Lavingia (1974) found that young teachers were more satisfied than older teachers. Singh (1974) during his study found no difference in the level of job satisfaction due to age difference. He found female and unmarried teachers were more satisfied with all the factors than the male and married teachers. Dixit, M. (1986) revealed that primary school teachers were more satisfied than secondary school teachers.

Saxena N (1990) found that there is no difference in job satisfaction of Higher Secondary school teachers due to gender, stream (science and arts) and experience. Choudhury M. (2002) found that job satisfaction is independent of sex, marital status and location of the colleges.

Anxiety is a feeling of deep distress towards her/his job in the absence of any known or appropriate object. It leads to lack of confidence, submissiveness; group dependency and low ego strength which also leads to inferiority complex. It refers to psychological state that occurs when teachers experience a sense of threatening danger towards his job. It arises as a result of over stimulation which cannot be discharge by action. After that teacher feels a sort of emotional tension, uneasiness and restlessness. It is a type of dissatisfaction towards teacher's need. Due to increasing complexities to get rid of barriers, it has become a difficult task and thus job dissatisfaction has become a complex phenomenon for teacher.

Mehta D.S. (2012) found a negative correlation between the wide ranges of anxiety in every aspect. The feeling of anxiety towards educational profession leads to maladjustment which affects teacher's efficiency, thinking, emotional reactions and the totality of behavior. Increasing level of job anxiety leads job dissatisfaction.

A well adjusted teacher will be able to achieve successes that are needed by the nature of his job to his strenuous life to work and study. Adjustment refers to such abilities as of making decisions of assuming responsibilities in accordance with one's capacities of finding satisfaction success and happiness.

As the children are influenced by the personality of teachers, so they should have high emotional maturity and moral character. They should possess loving and affectionate attitude towards children and should enjoy teaching profession.

OBJECTIVE OF THE STUDY

The investigator is interested to find out the difference of job anxiety job, satisfaction, and personality adjustment among private and government school PGTs (Post Graduate Teachers) and between male and female PGTs.

Objectives:

1. To find out level of job anxiety, satisfaction and personality management of male and female PGTs.
2. To compare the job anxiety of PGTs working in government and private schools.
3. To compare the job anxiety, satisfaction and personality management of male and female PGTs.
4. To compare job anxiety, satisfaction and personality management of male PGTs working in private and government schools.
5. To compare job anxiety, satisfaction and personality management of female PGTs working in private and government schools.

HYPOTHESES OF THE STUDY

1. There is no significance difference in the job anxiety of PGTs working in private and government schools PGTs.
2. There is no significant difference in the degree of job anxiety of male and female PGTs.
3. There is no significance difference in the job anxiety of female PGTs working in private and government schools.
4. There is no significant difference in job anxiety of male PGTs working in private and government schools.
5. There is no significant difference in the degree of job anxiety of male and female PGTs working in private schools.
6. There is no significance difference in the job anxiety of male and female PGTs working in government schools.
7. There is no significant difference in the degree of job satisfaction of male and female PGTs.
8. There is no significant difference in the degree of job satisfaction of private and government school PGTs.

9. There is no significant difference in the degree of job satisfaction of male PGTs working on private and government schools.
10. There is no significance difference in the degree of job satisfaction of female PGTs working in private and government schools.
11. There is no significant difference in the degree of job satisfaction of male and female PGTs working in private schools.
12. There is no significant difference in the degree of job satisfaction of male and female PGTs working in government schools.
13. There is no significant difference in the degree of personality adjustment of PGTs working in private and government schools.
14. There is no significant difference in the degree of personality adjustment of male and female PGTs.
15. There is no significant difference in the degree of personality adjustment of male and female PGTs working in private schools.
16. There is no significant difference in the degree of personality adjustment of male and female PGTs working in government schools.
17. There is no significant difference in the degree of personality adjustment of male PGTs working in private and government schools.
18. There is no significant difference in the degree of personality adjustment of female PGTs working in private and government schools.

SIGNIFICANCE OF THE STUDY

A teacher has to play crucial role in any educational and institutional setup. He is engaged in teaching and training the students to make them socially well adjusted. He is also engaged in inspiration and development of students' in born capabilities for the welfare of the mankind. The development of science and technology has made human life and the society so complex and dynamic that teachers have to face different challenges in life to adjust

pleasingly with their daily activities. Therefore, in the context of this rapidly changing situation and time, it is important to study what are the levels of job anxiety, job satisfaction and personality adjustment of teachers.

It is found from some studies that the teachers working in government schools are more satisfied than the teachers of private schools and vice-versa. A comparative study of job anxiety, satisfaction and personality adjustment of PGTs working under government and private school managements will explore the fact in present time.

RESEARCH METHODOLOGY

Population

For the present study, the population is the PGTs (Post graduate teachers) working in private and government schools located in Dehradun city.

Lay Out of Sample

Researcher has randomly selected 360 PGTs from Dehradun, Uttarakhand. Out of 360 PGTs, 180 are selected from 10 government schools and 180 from 10 private schools. From each school 09 males and 09 females PGTs are selected (Table: 1).

Table: 1

Distribution of Sample

School Type	No. of Schools	Number and Location of Schools in Dehradun City	PGTs	
			Male	Female

		North	South	East	West	Centre	09+09 from each school	
Private	10	2	2	2	2	2	90	90
Government	10	2	2	2	2	2	90	90
Total	20	20					180	180

Procedure of Data Collection

The collection of data was spread over a period of 90 days (December 2018 to February 2019). The researcher personally visited the selected schools on the schedule date and the researcher met the teachers and cleared the purpose of research. The instructions were explained and doubts were clarified. They were assured that their response will be used for research purpose only and will be kept confidential. They were suggested to give free frank and honest responses without any hesitation. The scales were collected only after responded by the subjects. After the completion of the inventories, the investigator conveyed his gratitude and thanks to the teacher and head of the school for their kind help and cooperation.

TOOLS USED FOR DATA COLLECTION

1. To analyze the level of job anxiety, scale developed by A.K. Srivastava (1989), was used.
2. To analyze job satisfaction, Dixit's 'job satisfaction scale' (DJSS), Standardized Psychological Scale developed by Dr. Meera Dixit (1993), was used.
3. To measure the personality adjustment of PGTs, personality adjustment inventory, developed by C.P. Sharma (1977), was used.

The researcher found out job anxiety level of PGTs by administering job anxiety scale. On the basis of the scores obtained by PGTs, the researcher categorized these 360 sample PGTs into four categories. The researcher also calculated the percentage of PGTs in different categories of job anxiety (Table: 2).

Analysis and Interpretation of Data

The researcher analyzed the data by using frequency and percentage to describe job anxiety. The researcher used χ^2 test to compare job anxiety of PGTs with regard to gender and types of schools.

Table: 2**Interpretation Of The Raw Scores Of Job Anxiety Scale**

Range Of Scores	Interpretation
77-92	Extremely high job anxiety
59-76	High job anxiety
45-58	Average level of job anxiety
31-44	Low level of job anxiety

Job Anxiety Profile of PGTs Based on Gender and Type of Schools

Out of 180 male teachers, 34.44 % have extremely high job anxiety. 30.56 % PGTs have high job anxiety. 17.78 % PGTs have average level of job anxiety and 17.78 % have low level of job anxiety. Among female PGTs 32.22 % have extremely high job anxiety, 29.44 % female PGTs have high job anxiety. 18.89 % female teachers have average level of job anxiety and 19.44% have low level of job anxiety (Table: 3).

Hence, 34.44 % male PGTs have extremely high job anxiety as compared with 32.22% females PGTs. 30.56 % males PGTs have high job anxiety as compared with 29.44% females PGTs. 18.89 % female teachers have average level of job anxiety as compared with 17.78% males PGTs and 19.44 % of females have low level of job anxiety as compared with 17.44% males (Figure 1).

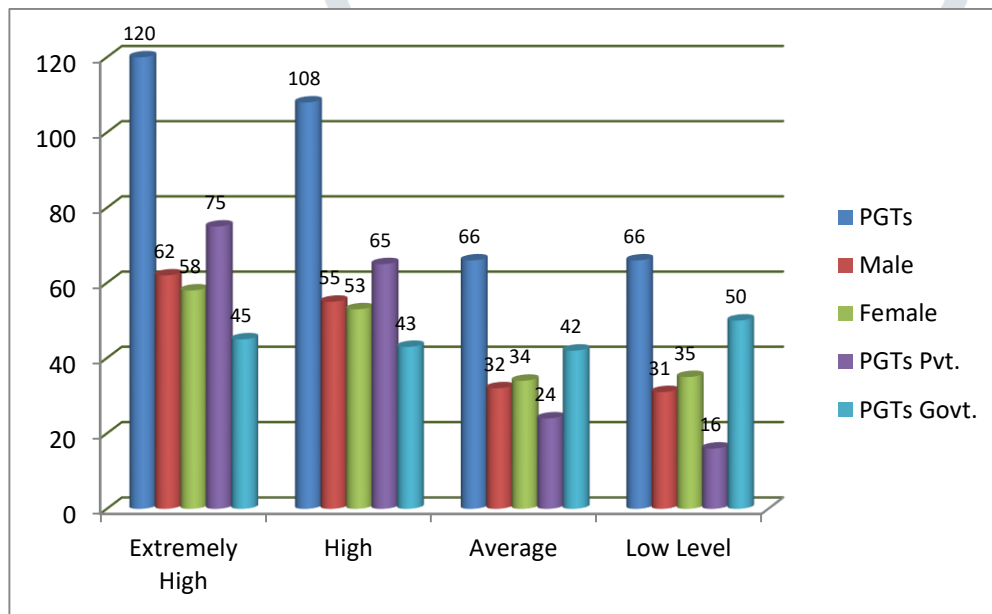
Table: 3**Job Anxiety Scores Of PGTs**

Category of Job Anxiety	PGTs		PGTs (Gender Base)				PGTs (School Type)			
	Total	%	Male	%	Female	%	Pvt.	%	Govt.	%

Extremely High	120	33.33	62	34.44	58	32.22	75	41.67	45	25
High	108	30.00	55	30.56	53	29.44	65	36.11	43	23.89
Average Level	66	18.33	32	17.78	34	18.89	24	13.33	42	23.33
Low Level	66	18.33	31	17.22	35	19.44	16	8.89	50	27.78
Total	360	100	180	100	180	100	180	100	180	100

Govt.: Government; Pvt.: Private.

Figure: 1 Job Anxiety Scores Of PGTs Working in Private and Government Schools



Comparison of Scores for Job Anxiety of Female and Male PGTs Based on School Type

The researcher tried to describe job anxiety of male and female PGTs working in private and government PGTs.

Table: 4 reveals that out of 90 government schools female PGTs, 23 of them come under extremely high job anxiety (25.56 %), 20 PGTs have high job anxiety (22.22 %). 20 PGTs have average level of job anxiety (22.22%) and 27 PGTs have low level of job anxiety (30%).

While out of 90 female PGTs working in private schools, 35 have extremely high job anxiety, 33 fall under high category and 14 are at average level and 8 PGTs come under low level. In this way high job anxiety can be observed among private school female PGTs as compared with female PGTs working in government schools.

Table: 4**Job Anxiety Level Of Private And Government School PGTs (Gender Wise)**

Category Of Job Anxiety	Female PGTs					Male PGTs				
	Total PGTs	Pvt. School		Govt. School		Total PGTs	Pvt. School		Govt. School	
		Total	%	Total	%		Total	%	Total	%
Extremely High	58	35	38.89	23	25.56	62	40	44.44	22	24.44
High	53	33	36.67	20	22.22	55	32	35.56	23	25.56
Average Level	34	14	15.56	20	22.22	32	10	11.11	22	24.44
Low Level	35	08	8.88	27	30.00	31	8	8.89	23	25.56
Total	180	90	100	90	100	180	90	100	90	100

Table: 4 shows that male teachers of private schools face more anxiety (80%) as compared with male PGTs working in government schools (50%). Only 24.44 % male PGTs of government schools have average level as compared with 11.11 % private school PGTs. 25.56 % government school's male PGTs come under low level of anxiety as compared with 8.89 % PGTs from private schools. It can be observed that there is a greater difference in the job anxiety among male PGTs working in private and government schools. More male PGTs of private schools are facing high job anxiety as compared with PGTs working in government schools (Figure: 2).

Statistical Analysis of Job Anxiety Scores of PGTs Based on School Type

The researcher calculated χ^2 to find out significant difference between private and government school PGTs with regard to their job anxiety. Calculated value of χ^2 is 34.4057, which is greater than the table value at 1% level of significance. So we can reject first null hypothesis and it can be concluded that PGTs working in private schools suffer with more job anxiety as compared with PGTs working in government schools in Dehradun (Table 5).

Table: 5

Comparison Of Job Anxiety Of Private And Government School PGTs

Type of School	Level Of Job Anxiety of PGTs				χ^2 value	Result
	Extremely High	High	Average	Low Level		
Private	75	65	24	16	34.4057	Significant at 1%
Government	45	43	42	50		

Statistical Analysis of Job Anxiety Scores of Male and Female PGTs

Calculated value of χ^2 is 0.4734, which is lesser than the table value at 1% level of significance. So we can accept second null hypothesis and it can be concluded that there is no difference in the job anxiety of male PGTs and female PGTs working in private and government schools in Dehradun (Table 6).

Table: 6

Comparison Of Job Anxiety Of Male And Female PGTs

PGTs	Level Of Job Anxiety of PGTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Male	62	55	32	31	0.4734	Not Significant at 1%
Female	58	53	34	35		

Analysis of Job Anxiety Scores of Female PGTs

Table: 7 reveal that the χ^2 value is 17.0445 which is greater than the table value at 1% level of significance. So χ^2 value is significant. Hence third null hypothesis is rejected. So it can be concluded that there is a significant difference in the degree of job anxiety between female PGTs working in private and government schools in Dehradun.

Table: 7

Comparison of Job Anxiety of Female PGTs working in Private And Government Schools

Level Of Job Anxiety of female PGTs			

Type of school	Extremely High	High	Average	Low Level	X ² value	Result
Private	35	33	14	08	17.0445	Significant at 1%
Government	23	20	20	27		

One objective of this study was also to compare male PGTs working in private and government schools with regard to their job anxiety. The researcher calculated χ^2 to find out significant difference between male PGTs with regard to their job anxiety. Table 8 presents the same.

Table: 8

Comparison of Job Anxiety of Male PGTs Working in Private And Government School

Type of school	Level Of Job Anxiety of Male PGTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Private	40	32	10	8	18.4566	Significant at 1%
Government	22	23	22	23		

Analysis of Job Anxiety Scores of Male PGTs

Table 8 reveals that the χ^2 value is 18.46 which is greater than table value at 1% level of significance. So χ^2 value is significant. Hence the 4th null hypothesis is rejected. So it can be concluded that there is significant difference in the degree of job anxiety between male PGTs working in private and government schools in Dehradun.

Table: 9

Comparison of Job Anxiety of Male and Female PGTs Working in Private Schools

PGTs	Level Of Job Anxiety of Male PGTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Male	40	32	10	8		

Female	35	33	14	8	1.0154	Not Significant at 1%
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Table 9 reveals that the χ^2 value is 1.0154 which is not significant at 1% level of significance. Hence the 5th null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between male and female PGTs working in private in Dehradun.

Table: 10

Comparison of Job Anxiety of Male and Female PGTs Working in Private And Government School

PGTs	Level Of Job Anxiety of Male PGTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Male	62	55	32	31	0.4734	Not Significant at 1%
Female	58	53	34	35		

Table 10 reveals that the χ^2 value is 0.4734 which is lesser than p-value (0.924695) at 1% level of significance. So χ^2 value is not significant. Hence the 6th null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between male and female PGTs working in private and government schools in Dehradun.

DESCRIPTION OF JOB SATISFACTION

Table : 11 PGTs with Different Levels of Job Satisfaction as Per Scores

			Score of Males	Score of Females
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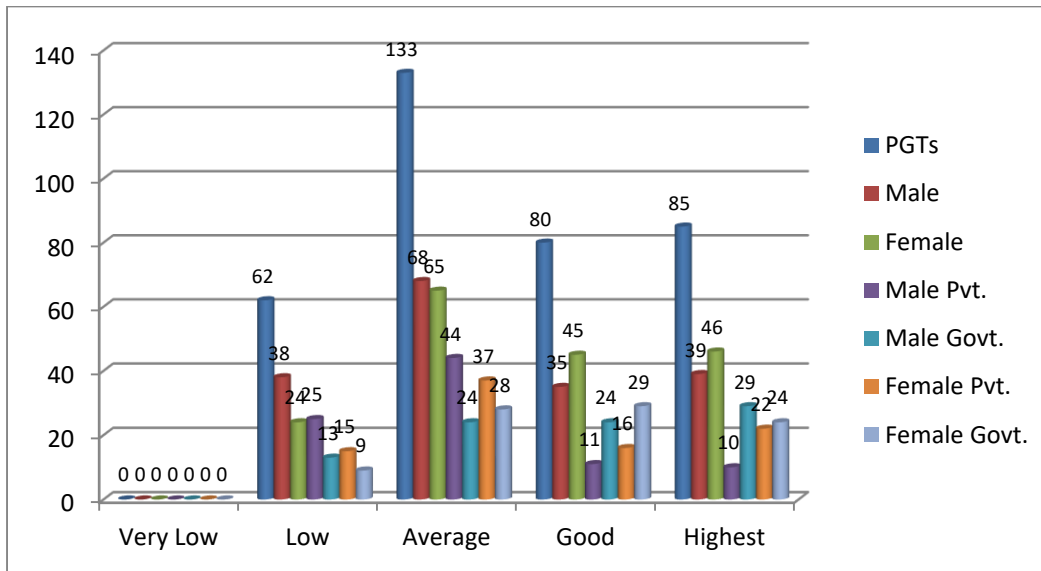
Level of Job Satisfaction	Total PGTs	%								
			Total	%	Type of School		Total	%	Type of School	
					Pvt.	Govt.			Pvt.	Govt.
Very Low Below 137	00	00	00	00	00	00	00	00	00	00
Low (138-144)	62	17.22	38	21.11	25	13	24	13.33	15	9
Average (145-154)	133	36.95	68	37.78	44	24	65	36.11	37	28
Good (155-175)	80	22.22	35	19.44	11	24	45	25	16	29
Highest (176-240)	85	23.61	39	21.67	10	29	46	25.56	22	24
Total	360	100	180	100	90	90	180	100	90	90

*Govt: Government ; Pvt.:Private

It is observed that 17.22 % PGTs are at low level of job satisfaction, 36.95 % PGTs are within average level of satisfaction, 22.22 % are at good level of satisfaction and 23.61 % are at the highest level of satisfaction. Thus, it is observed that 45.83 % PGTs as a whole are above the average level of job satisfaction. Therefore, it can be concluded that the level of job satisfaction PGTs working in Dehradun, is more towards average. A great number of PGTs are low and average satisfied (Table 11).

Among male and females, more males are in the categories of average level of job satisfaction (37.78%) and low level (21.11%) as compared with 13.33% low level and 36.11 percent average level of females. A greater difference is observed at low level. Overall 41.11% male PGTs are above average level as compared to 50.56 % females. In the same way a greater difference can be observed at good and high levels which are represented by figure 3.

Figure:3 PGTs at Different Levels of Job Satisfaction



Govt.: Government; Pvt.: Private

Table: 12 Distributions of Teachers According to Job Satisfaction Scores (As A Whole)

Score Category	Frequency	%	Scores for Males				Scores for Female			
			Total	%	Type of School		Total	%	Type of School	
					Private	Govt.			Private	Govt.
230-239	15	4.17	06	3.33	2	4	09	5	04	05
220-229	08	2.22	05	2.78	2	3	03	1.67	01	02
210-219	27	7.5	11	6.11	3	8	16	8.89	07	09
200-209	15	4.17	07	3.89	3	4	08	4.44	04	04
190-199	07	1.94	03	1.67	1	2	04	2.22	02	02
180-189	13	3.61	05	2.78	2	3	08	4.44	03	05
170-179	30	8.33	13	7.22	2	11	17	9.44	05	12
160-169	50	13.89	22	12.22	6	16	28	15.56	11	17
150-159	135	37.5	69	38.33	46	23	66	36.67	39	27
140-149	60	16.67	39	21.67	23	16	21	11.67	14	07
Total	360	100	180	100	90	90	180	100	90	90

It is observed that the individual job satisfaction scores of PGTs starts at 140 and ends at 239. So, there is no teacher in job satisfaction score below 140 and above 239. Among the teachers, 18.05 per cent are between

scores 170 and 209, 13.89 per cent between 210 and 239 and the rest between 140 and 169 in job satisfaction scale (68.06%). (Table 12)

STATISTICAL TREATMENT OF DATA

To find out the significant difference between means of different groups of PGTs under study, t-test was applied.

Job Satisfaction Among PGTs in Relation to Their Gender and Type of Schools

To find out job satisfaction among PGTs working in private and government school in Dehradun, The scores obtained on job satisfaction scale were computed. Mean score and its standard deviation have been calculated.

Table 13: Mean and Standard Deviation of Job Satisfaction Scores of PGTs

Category	Sex		School	
	Male	Female	Private	Government
Mean	166.72	171.72	164.78	173.67
SD	25.21	26.09	24.23	26.49
Variance	635.2651	680.5167	587.0659	701.5247
Total	180	180	180	180

The mean score of job satisfaction of male, female, private and government PGTs are 166.72, 171.72, 164.78 and 173.67 respectively. The standard deviation score of job satisfaction of male, female, private and government PGTs are 25.21, 26.09, 24.23 and 26.49 respectively. Thus, it can be concluded that there is difference in mean scores as well as standard deviation scores of job satisfaction of the PG teachers. (Table 13)

Job Satisfaction Among PGTs in Relation to Gender Type

To find out difference in the job satisfaction of male and female PGTs working in private and government schools in Dehradun ,the data is analyzed to calculate mean ,SD and t-value.

Table 14: Mean and Standard Deviation of Job Satisfaction Scores of Male and Female PGTs Working in Private and Government Schools

Category	Private School PGTs		Government School PGTs	
	Male	Female	Male	Female
Mean	161.17	168.39	172.28	174.06
SD	22.24	25.69	26.85	26.20
Variance	494.3712	659.9837	720.84	686.189
Total	90	90	90	90

The mean scores for job satisfaction of male and females PGTs of private schools are 161.17 and 168.39 respectively. A greater difference is observed between their standard deviation scores. While lesser difference is observed between mean and standard deviation scores of male and female PGTs working in government schools in Dehradun, Table 14.

Table 15: Mean, Standard Deviation and t-value of Job Satisfaction Scores of Male and Female PGTs

Teacher	Number (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-value	Remark
Male	180	166.72	25.21	358	1.8491	Significant at 95 % level
Female	180	171.72	26.09	SED :2.704		

SED* Standard Error of Difference

The calculated t-value at 95 % level of significance is 1.8491 which is higher than the table value; we can reject the 7th null hypothesis and conclude that there is difference in the job satisfaction level of the male and female PGTs working in Dehradun (Table 15).

Table 16: Mean, Standard Deviation and t-value of Job Satisfaction Scores for PGTs Working in Private and Government Schools

Type of School	Number (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-value	Remark
Private	180	164.78	24.30	358	3.3222	Significant at 95 % level
Government	180	173.67	26.49	SED: 2.676		

Calculated t-value (3.3222) is greater than the table value (1.98) at 95 % level of significance. Hence, we can reject the 8th null hypothesis and conclude that there is significant difference in mean score of job satisfaction of PGTs of private and government schools. So it can be stated that PGTs working in private schools have low level of job satisfaction as compared with PGTs working in government schools in Dehradun. (Table 16)

Job Satisfaction Among Male PGTs Working in Private and Government Schools

From Table 17, its clear that mean difference of private school male PGTs is lesser than the male PGTs working in government schools. Calculated t value is 3.0238 which is significant at 95 % level of significance. We can reject 9th null hypothesis and we can conclude that male PGTs working in private schools have low job satisfaction as compared with male PGTs working in government schools in Dehradun.

Table 17: Mean, Standard Deviation and t-value of Job Satisfaction Scores for Male PGTs Working in Private and Government Schools

Type of Schools	Male PGTs (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-Value	Remark
Private	90	161.17	22.23	178	3.0238	Significant at 95 % level
Government	90	172.28	26.85			

Job Satisfaction Among Female PGTs Working in Private and Government Schools

From Table 18, calculated t-value is 1.7238 which is lesser than table value at 95 % level of significance. So we can accept 10th null hypothesis and can conclude that there is no significant difference in the job satisfaction of female PGTs working in private and government schools in Dehradun.

Table 18: Mean, Standard Deviation and t-Value of Job Satisfaction Scores for Female PGTs Working in Private and Government Schools

School Type	Female PGTs (N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-Value	Remark
Private	90	168.39	25.69	178	1.7238	Not Significant at 95 % level
Government	90	175.06	26.20			

Table 19: Mean, Standard Deviation and t-Value of Job Satisfaction Scores for Male And Female PGTs Working in Private Schools

PGTs	(N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-Value	Remark
Male	90	161.17	22.24	178	2.0158	Significant at 95 % level
Female	90	168.39	25.69			

From Table 19, calculated t-value is 2.0158 which is greater than table value at 95% level of significance. So we can reject 11th null hypothesis and can conclude that there is significant difference in the job satisfaction of male and female PGTs working in private schools.

Table 20: Mean, Standard Deviation and t-Value of Job Satisfaction Scores for Male And Female PGTs Working in Government Schools

PGTs	(N)	Mean (M)	Standard Deviation (SD)	Degree of Freedom (df)	t-Value	Remark
Male	90	172.28	26.85	178	0.4501	Not Significant at 95 % level
Female	90	174.06	26.20	SED: 3.954		

From Table 20, calculated t-value is 0.4501 which is lesser than table value (0.6532) at 95% level of significance. So we can accept 12th null hypothesis and can conclude that there is no significant difference in the job satisfaction of male and female PGTs working in private schools.

DESCRIPTION OF PERSONALITY ADJUSTMENT INVENTORY

Personality adjustment inventory was constructed and standardized by C.P.Sharma. Scores are divided into three categories as in Table: 21.

Table: 21

Interpretation of Raw Scores of Personality Adjustment Inventory

Range of Scores	Interpretation
Above 18	Good personality adjustment
16-18	Average personality adjustment
Below 16	Poor personality adjustment

Statistical Techniques Used

In order to know the degree of personality adjustment, the researcher used percentage for descriptive analysis and χ^2 is used for inferential analysis also to find out the significant difference.

STATISTICAL ANALYSIS OF SCORES OBTAINED FOR PERSONALITY ADJUSTMENT OF PGTS

Table: 22 reveal that out of 360 PGTs, 158 PGTs have good personality adjustment, 129 have average personality adjustment and 73 PGTs have poor personality adjustment. Therefore, 43.89 % teachers have good personality adjustment. 35.83 % teachers have average personality adjustment and 20.28% school teachers have poor personality adjustment. Among male and female PGTs, more females have good personality adjustment (48.88%)

as compared to males (38.88%). While male PGTs score more in poor category (28.33%) as compared with female PGTs (12.22%). In the average category of personality management, male and female PGTs have very less difference.

Table-22

Scores for Personality Adjustment of PGTs

Adjustment Category	Total PGTs	%	PGTs			
			Male	%	Female	%
Good Personality	158	43.89	70	38.88	88	48.88
Average Personality	129	35.83	59	32.78	70	38.89
Poor Personality	73	20.28	51	28.33	22	12.22
Total	360	100	180	100	180	100

Calculated χ^2 value is 14.5092 which is greater than p-value 0.000707 at 1% level of significance. So χ^2 value is significant. Hence 14th null hypothesis is rejected. So it can be concluded that there is a significant difference in the degree of personality adjustment of male and female PGTs (Table 23).

Table 23: Comparison of Personality Adjustment of PGTs

PGTs	Personality Adjustment			χ^2 -value	Result
	Good	Average	Poor		
Male	70	59	51	14.5092	Significant at 1% level
Female	88	70	22		

Analysis of Scores Obtained for PGTs working in Private Schools

Out of 90 male PGTs working in private schools, teachers, 38 teachers have good personality adjustment. 30 male teachers have average personality adjustment and 22 teachers have poor personality adjustment. Among male and female PGTs of private school, females score more in good personality category (53.33%) as compared with males (42.22%). Males scored less in average category (33.33 %) as compared with females (41.11%). In poor personality category again males scored more (24.44%) as compared to females (5.56%). In his way it can be concluded female can adjust personality better than male PGTs working in private schools in Dehradun (Table 24)

Table-24

Personality Adjustment of Male and Female PGTs Working in Private School

Category of Personality Adjustment	Total PGTs	%	Male PGTs	%	Female PGTs	%
Good Personality	86	47.78	38	42.22	48	53.33
Average Personality	67	37.22	30	33.33	37	41.11
Poor Personality	27	15	22	24.44	05	5.56
	180	100	90	100	90	100

Calculated χ^2 value is 12.5978, which is greater than the p-value 0.001838 at 1% level of significance. So χ^2 value is significant. Hence 15th null hypothesis can be rejected which means there is a significant difference in the personality adjustment of male and female PGTs working in private schools in Dehradun.

Table 25: Comparison of Personality Adjustment of Male and Female PGTs Working in Private Schools

PGTs	Personality Adjustment			χ^2 -value	Result
	Good	Average	Poor		
Male	38	30	22	12.5978	Significant at 1% level
Female	48	37	05		

Analysis of Personality Adjustment Scores Of PGTs Working in Government Schools

Table: 26

Score for Personality Adjustment of Government School PGTs

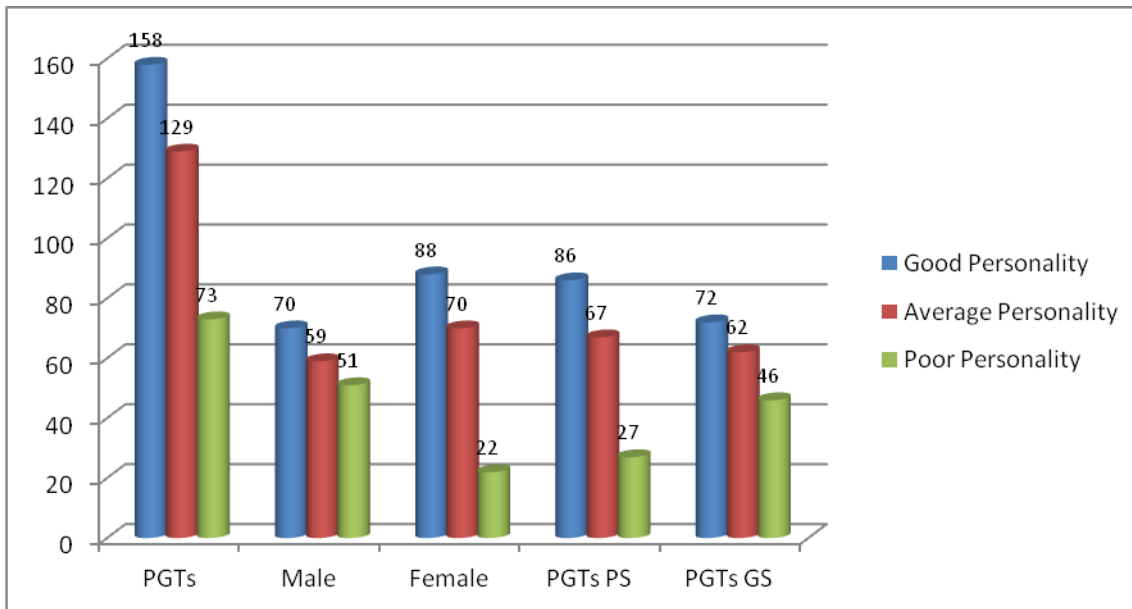
Personality Adjustment Category	Total PGTs	%	Male PGTs	%	Female PGTs	%
Good	72	40	31	34.44	41	45.56
Average	62	34.44	28	31.11	34	37.78
Poor	46	25.56	31	34.44	15	16.67
Total	180	100	90	100	90	100

Table 26 indicates that out of 90 female school teachers, 41 female teachers have good personality adjustment, 34 female school teachers have average personality adjustment and 15 female teachers have poor personality adjustment. Thus, 45.56 % female teachers have good personality adjustment 37.78% female teachers have average personality adjustment and 16.67% of female teachers have poor personality adjustment. While out of 90 males, only 31 scored in good personality adjustment category and 31 scored in poor personality category. Again it is clear that female PGTs have better personality adjustment as compared with male PGTs (Figure:4).

Analysis of Scores Obtained for Male PGTs Working in Private and Government Schools

The researcher tried to describe personality adjustment of males working in private and government school separately. Table: 27 presents number and percentage of private and government school male PGTs belonging to different personality adjustment categories.

Figure: 4 Scores for Personality Adjustment of Male and Female PGTs Working In Private and Government Schools in Dehradun



It is clear from table 27, that among male PGTs, 42.22% private school male PGTs have good personality adjustment as compared with 34.44% working in government schools. 33.33% males from private school scored for average personality adjustment as compared with 31.11% male from government schools. While 34.44% males of government schools scored in poor category of personality adjustment as compared with 24.44% male PGTs of private schools. Overall 75.55% male PGTs of private schools are above poor level of personality adjustment while only 65.55% male PGTs of government school are above poor level of personality adjustment. It is clear that male PGTs working in private schools have much better personality adjustment as compared with those working in government schools.

Table: 27

Comparison of Personality Adjustment of Male PGTs with Reference to School Type

Adjustment Category	Total PGTs	Male PGTs			
		Pvt.	%	Govt.	%
Good personality	70	38	42.22	31	34.44
Average personality	59	30	33.33	28	31.11
Poor personality	51	22	24.44	31	34.44
Total	180	90	100	90	100

Analysis of Scores Obtained for Female PGTs with Reference to School Type

The table: 28 present number and percentage female PGTs working in private and government school belonging to different personality adjustment categories. 53.33% female PGTs of private school scored under good personality adjustment as compared with 45.56% of government school female PGTs. While 41.11% female PGTs of private schools are in the category of average personality adjustment as compared with female PGTs working in government schools in Dehradun as compared with 37.78% female PGTs of government schools. It's clear that female PGTs working in private schools have better personality adjustment.

Table: 28**Comparison of Personality Adjustment of Female PGTs with Reference to School Type**

Adjustment Category	Total PGTs	Female PGTs			
		Pvt.	%	Govt.	%
Good personality	88	48	53.33	41	45.56
Average personality	70	37	41.11	34	37.78
Poor personality	22	05	5.56	15	16.67
Total	180	90	100	90	100

Researcher calculated χ^2 to find out significant difference between private and government school PGTs with regard to their personality adjustment. Table 29 present the same.

Table: 29 Comparison of Personality Adjustment of Private and Government School PGTs

School Type	PGTs as per personality adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private	86	67	27	6.3795	Not significant at 1%
Government	72	62	46		

Table 29 reveals that the calculated value for χ^2 is 6.3795, which is less than the table value at 1% level of significance. Hence the 13th null hypothesis is accepted. So it can be concluded that there is no significant

difference in the degree of personality adjustment between PGTs working in private and government schools in Dehradun.

To study the difference in the personality adjustment between male and female PGTs working in private schools, χ^2 value is calculated. From table 30 it is clear that calculated value of χ^2 is 12.5978, which is greater than that the p-value 0.001838, which means χ^2 value is significant. Hence the 15th null hypothesis is rejected. So it can be concluded that among PGTs working in private schools in Dehradun, females have much better personality adjustment as compared with male PGTs.

Table-30

Comparison of Personality Adjustment of Male and Female PGTs of Private Schools

PGTs	PGTs as Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Male	38	30	22	12.5978	Significant at 1% (P value .001838)
Female	48	37	05		

The one objective of this study was to compare personality adjustment of male and female PGTs working in government schools. The researcher calculated χ^2 to find out significant difference between male and female PGTs with regard to their personality adjustment.

Table-31

Comparison of Personality Adjustment of Male and Female PGTs of Government Schools

PGTs	PGTs as Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Male	31	28	31	7.5348	Not Significant at 1% (P value .023113)
Female	41	34	15		

Calculated χ^2 value is 7.5348 at 1% level of significance which is greater than the p-value 0.117809. Hence 16th null hypothesis is rejected. It is concluded that there is a significant difference in the personality adjustment of male and female PGTs working in government schools (Table 3)

Table-32

Comparison of Personality Adjustment of Male PGTs Working in Private and Government School

Male PGTs	Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private	38	30	22	2.3074	Not Significant 1% (P value .117809)
Government	31	28	31		

Calculated χ^2 value is 2.3074 at 1% level of significance. While p value is 0.315465. Which means it is not a significant value so we can accept null hypothesis 17th. Hence it is concluded that there is no significant difference in the personality adjustment of male PGTs working in private and government schools (Table 32).

Table-33

Comparison of Personality Adjustment of Female PGTs Working in Private and Government School

Female PGTs	Per Personality Adjustment			χ^2 Value	Result
	Good	Average	Poor		
Private School	48	37	5	5.6773	Not Significant 1% (P value .058504)
Government School	41	34	15		

Calculated χ^2 value is 5.6773 at 1% level of significance.

While p value is 0.058504. Which means it is not a significant value so we can accept null hypothesis 18th. Hence it is concluded that there is no significant difference in the personality adjustment of male PGTs working in private and government schools (Table 33).

DISCUSSION

The following findings were drawn on the basis of analysis and interpretation of the data:

1. Among male and female PGTs, males have more job anxiety as compared with females.
2. PGTs working in private schools of Dehradun face more job anxiety as compared with PGTs working in government schools.
3. There is a significant difference in the job anxiety of PGTs. Female PGTs working in private school have to face very high job anxiety as compared with those working in government schools. Male PGTs working in private schools of Dehradun are facing high job anxieties with a very big difference as compared with those working in government schools.
4. There was a significant difference in the job satisfaction of PGTs working in private and government schools in Dehradun. PGTs working in private Schools of Dehradun city have low level of job satisfaction. The study reveals that 22.22 per cent teachers enjoyed good level and 23.61 per cent teachers enjoyed the highest level of satisfaction in their job. 54.17 per cent teachers are under the average and below average level of satisfaction in their job.
5. There was significant difference in job satisfaction between male and female PGTs working in private and government schools.
6. The female teachers were found more satisfied in their job as compared to their male counterpart.
7. More female PGTs have good personality adjustment as compared with male PGTs and difference is very high.
8. It is observed that more females working in private and government schools in Dehradun have good personality adjustment as compared with male PGTs working in same schools.
9. Among male PGTs, those working in private schools, have better personality adjustment as compared to those working in government schools. Same way female PGTs working in private schools have much better personality adjustment as compared with working in government schools in Dehradun.
10. It can be observed that greater is job anxiety lesser is job satisfaction. Among male and female PGTs it is observed that greater the job anxiety lesser is job satisfaction and personality adjustment.

11. Male PGTs are facing more job anxiety with lesser job satisfaction and personality adjustment. While female PGTs are having lesser job anxiety but greater job satisfaction and better personality adjustment as compared with male PGTs working in private and government schools.
12. A reverse trend is observed that male PGTs working in private schools have more job anxiety but a better personality adjustment as compared with working in government schools in Dehradun.

MAJOR FINDINGS OF THE STUDY

From the above findings it is concluded that there is a significant difference in the job anxiety relating to gender and types of school. The reason behind that is PGTs working in private schools are affected by the extra work load and poor working environment, job insecurity, occupational hazards, lack of social prestige, status of the job, future prospects, capacity and confidence to shoulder job responsibilities, work competency, poor recognition, dissatisfaction towards job, poor salary and relationship among teacher and administrator etc.

A significant difference is observed in the job satisfaction among PGTs working in private and government school and also gender based. PGTs working in private schools have poor job satisfaction as compared with the PGTs working in government schools in Dehradun. Its main reason is job insecurity, salary and work culture and personal pressure of private management on teacher's shoulder. In private schools, males have less job satisfaction as compared with females. Reason as discussed with PGTs is that male PGTs are less recognized and acknowledged. Similarly, there is a significant difference in the personality adjustment relating to gender and types of schools. PGTs working in private schools in Dehradun have much better personality adjustment as compared with PGTs working in government schools. Same time female PGTs have better personality adjustment as compared with male PGTs working private and government schools in Dehradun.

EDUCATIONAL IMPLICATIONS

This study can be used as a diagnostic study in reducing job anxiety and to improve job satisfaction and helps government and private school teachers to adjust their personality. Hence, remedial measures should be taken up in order to fulfill their deficiencies. By reducing job anxiety and bring about well adjusted personality of the teachers the present study not only help teachers but it also helps students indirectly.

CONCLUSION

From this study it is concluded that there is a significant difference in the job anxiety relating to gender and types of schools. Similar difference is observed in job satisfaction relating to gender and types of schools. It is observed that there is greater difference in the personality adjustment. Hence, in order to achieve all the objectives of education, it is essential to have those teachers who are well satisfied with their job, and do not have job anxiety. Also teacher should have well adjusted personality in their teaching profession. To improve these conditions, management should take proper steps for goodwill of teaching staff.

Teachers should be well satisfied in their profession to give the best possible to students for the development of a nation. The study revealed that the PGTs of government schools of Dehradun are more satisfied with their job, but there were differences in their job satisfaction level. Teachers working in private schools have better personality adjustment. All the teachers had not enjoyed the higher level of satisfaction in their job. Therefore, necessary facilities should be made available for increasing well satisfied quality teachers and creating an effective teaching-learning environment in every institution of the state.

DELIMITATIONS

Though the investigator has made a lot of effort to bring out the research work without any limitation but it is not possible to avoid some unavoidable errors. Thus, the investigator feels a few delimitations as follows:

- Study is limited to 360 PGTs working in private and government schools located in Dehradun.
- Study may be conducted on large population to increase its comprehensiveness.
- Work stress of TGTs could have been assessed to make it a comparative one.
- Qualitative analysis could have proved more useful.
- It could have been better if some remedial measures had been found out.

SUGGESTIONS

There is no meaningful research that does not provide cause for further investigation. In fact by universal opinion and experience, the solution of one problem tends to indicate many other unsolved problems, waiting for scientific probing. So, in the whole process of this piece of research the investigator however, feels to pen-down the following suggestions for the future researchers.

- The study as confined only to Dehradun, it is therefore suggested that study may be conducted in other cities to increase comprehensiveness of its conclusions.
- The sample of only 360 PGTs was selected for this study. A study may be conducted on large sample to search very definite conclusions regarding job anxiety, Job satisfaction and personality adjustment.
- Such a study can be conducted for the sample of TGTs and college level also.
- Job anxiety, Job satisfaction and personality adjustment of the PGTs of various disciplines like natural sciences and social sciences can be measured.
- Different variables like work load, work habits, age, experience, interests, adjustment and self-concept can be undertaken in relation to Job anxiety and satisfaction
- A study should be conducted to find out the remedial measures for the stress of teachers.

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CONFLICT OF INTEREST

Author has declared that no competing interest exists.

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