CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION
1.2. EMOTIONAL MATURITY
1.3. LIFE STYLE
1.4. INSECURITY
1.5. PSYCHOLOGICAL WELL-BEING
1.6. IMPORTANCE OF THE PRESENT STUDY
1.7. PLAN OF THE PRESENT STUDY
1.1. Introduction

‘If you plan for a year, plant a seed; if you plan for ten years, plant a tree; if you plan for hundred years, teach the people. When you sow a seed once, you will reap a single harvest, but when you teach the people, you will reap hundred harvests (K’uan-T’zu, 551-479)’. It is in this context, today, a teacher occupies a unique and significant place in any society of modern world. Choicest metaphors are used to highlight the role that school teachers are supposed to play in shaping the destiny of a nation. Teachers are called the 'torch-bearers' of any society. If we say that the destiny of our country is being shaped by its teachers, it will not be an exaggeration.

Life is becoming complex day by day. In the present circumstances the youth are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. We humans are constantly striving to establish a satisfactory relationship with our environment or we can say that we are trying to fulfil our need in order to live happily and function effectively. We grow from babies to adults passing through various stages of maturity. We are expected to undergo physical, cognitive, emotional and relationship maturity. But when our bodies age and our muscle mass and body shape define itself, does our emotions follow suit? If there is a balance between your physical age, mental age, IQ, social maturity and emotional maturity, then you've really grown up.

It is a universally accepted and established fact that academic growth and intellectual advancement of a nation is shaped by the quality of its citizens and this quality is inseparably linked with the quality of education imparted to them. True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. Quality of education depends upon several factors – home, inherited traits, parental attitude, financial support, material equipments, curricula, and methods of instruction in schools, etc. The identification of qualified and able teaching personnel constitutes one of the most important of all educational concerns. The role played by the teachers in the growth of civilization is of great significance and worth assuring recognition. The teacher is a kingpin of what is generally called the educational system.
Nevertheless, a teacher can’t perform his/her multifarious tasks and responsibilities until he/she is not updated professionally and personally. So, like various other professions, teacher education has assumed special significance. Teacher education is not only meant for teaching the teacher how to teach but also to kindle his/her initiative to keep it alive, to minimize evils of the “Hit and Miss” process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but a strategy for enabling teachers to teach and concern for their well-being.

Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who are the victim of privatization of teacher education is teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government and non-government teacher education institutions by choosing some of the essential characteristics of teacher educators.

Again, it is also observed that some of the well established departments and courses of teacher education in government funded schools and colleges are not doing any better. Decades of government neglect, poor funding, frequent ban on faculty recruitments and promotions, reduction in library budgets, lack of investments in modernization leading to obsolescence of equipment and infrastructure threatens the quality of teacher education system in the country. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to study the teacher educators of these institutions in the present context.

Most of the things that matter in life are not easy to achieve. How do we manage to attain our goals while being happy in life? Does a certain type of motivation lead us to work toward doing well, and another type leads us to feel good as we work? The power of person and situational influences on psychological life is perhaps no more apparent than it is in the study of well-being. On the one hand, a large body of research shows that people’s overall sense of happiness and life
satisfaction appears to be strongly influenced by their personality, particularly the traits of extraversion and neuroticism (Deneve and Cooper, 1998). In this regard, the relationship is clear: as extraversion increases, so does the well being, however, as neuroticism increases, well being tends to decline. This consistent influence of dispositional factors on well being is often referred to as a “top-down” influence (Diener, 1984), in the sense that its root is relatively stable and its effect on well being can be quite varied and pervasive, often influencing the interpretation of everyday experiences and events. There is clear evidence that well being is affected by both top down and bottom-up factors. When people are asked to rate their well being, for example, in terms of how satisfied they are with their life over the past day, week or month, how their chronic motivations influence the way they give weight to the many and varied emotional experiences they had over the given duration? Sheldon and Elliot (1999) and Emmons (1986) made a similar point when they argued that well being is enhanced most when one’s experiences and achievements are concordant with valued goals and strivings. Longer term judgments of well being are likely to be grounded in the continued experience of daily well being, the processes of daily level of well being are likely to affect long-term well being as well (Shelley et al. 2004).

Higher sense of well being and work are significantly related (Larsen, 1990), especially among teachers, who have positive sense of self and healthy psychological well being and are more willing to attend work. The teacher is of paramount importance in any national system of education and the very progress of the nation depends upon the quality of its teachers. From primary to higher education, a teacher is looked upon as an ideal for students. A teacher is the custodian of the culture, critic of social weaknesses, interpreter of changes that are taking place pioneer of reform and guide of the efforts of people, Children, who are the real potential wealth of the nation, are exposed to the teacher’s influence. According to Hindus, the child receives second birth at the hands of the teacher. ‘Goodness’ of an education programmed is determined to a large extent by the teachers. The quality of education and the standards of achievements are inseparably interrelated with the quality of teachers. The teacher is the real maker of history. She/he holds a key position in the whole infrastructure of education. By celebrating teacher’s day at the national level, the Government has put real approval on the importance of the teachers. But there is a
question. Who is the best teacher? The best teacher is one who possesses good mental health and who is fully satisfied with his/her occupation. Due to advancement in every field, the life of teachers, too have become more complex and stressful and this contributes to their physical and psychological well being. The notion of teachers well being is no longer remote and intangible as increasing numbers of schools and their teachers are finding the time to give it priority, seeing first hand the benefits that arise. With growing concern of the well being of man in work-places, studies on occupational stress and mental health are getting prominence not only in the west but also in India as well.

1.2 Emotional Maturity

It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in its overt behaviour. Emotion is a magic word that makes human life dynamic and makes it a multi-coloured shell on the shore of the sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable. Emotions sometimes lead to disintegration of our actions.

According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension, we are typically conscious of more prominence in being aware, thoughtful, and able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: It is not just I.Q., but emotional intelligence also that matters. Goleman rightly points out that, “It is not that we want to do away with emotions and put reason in its place, but instead we went to find an intelligent balance of two”.

Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally mature person can have a better adjustment with himself as well as others. The road to emotional maturity involves the
integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The self contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a self which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Emotional maturity is a requirement for starting and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

Even in the gifted children, the highest intelligence cannot reach its full realization if it lacks emotional maturity. Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of the individual. Gifted children, who in most cases are far ahead intellectually, tend to limp behind emotionally. This takes from the child a lot of energies which could have been used for more positive, important purposes, and weakens even the most intelligent.

Erik Erikson, the renowned psychoanalyst, began his book ‘On Identity (1971)’ with a short anecdote about his teacher, Paul Federn, who once concluded his lecture with the question: "Well, did I understand myself?". Erikson sees the road to self maturity in this question. It is this emotional maturity which contributes to the integration of all the aspects of man's personality and the fulfilment of his intellectual, emotional and social needs.

Federn's question appears to be no more than a linguistic witticism, but hidden within it is a very significant and important truth. The ability to create a meaningful dialogue with someone else is based on one's dialogue with one's self; in other words, I can only be understood by others if I understand myself.

The road to emotional maturity involves the integration of various aspects of man's personality, forms of his self. The concept of self is not popular in educational literature. Few researchers focused their studies on the development of emotional
growth. Any interaction between processes of communication, intra- and interpersonal, is made possible by the integrated self, which for is emotional maturity.

Emotional maturity is defined as the strength to actualize individual abilities within the frame of social demands. Emotional maturity is an essential condition for the development of every individual and therefore, the sooner we achieve the sensitive balance between the components of the young child's self, the better we can prevent difficulties in his development. This will also contribute to a stronger and more stable personality structure in the adult, who can communicate well with others and achieve the maximum from his capabilities and strengths. The concept of emotional maturity is an entire complex subject of the utmost importance.

Emotional maturity develops throughout one's life; however, it is very important that parent’s and teachers be aware that the emotional sphere must be nurtured in one's intelligence, and intelligence in one's emotions, from an early age.

The seed that we plant in early childhood will bear fruit not only during one's active life but throughout one's various ages. Its climax will occur during old age, when each of our selves will act on basic and stable ground in the shrinking and withering world which surrounds the elderly person. Attention paid to emotional maturity in early childhood is, therefore, a long term investment in man's existence.

1.2.1. Definitions of Emotional maturity

According to Fred McKinney,(1960) "The characteristics of an emotionally mature individual are hetero-sexuality, appreciation of attitude and behaviour of others, tendency to the attitudes and habits of others and capacity to delay his own responses".

According to Singh and Bhargava, (1990) Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent’s development. A person who is able to keep his emotions under control who is able to brook delay and to suffer without self-pity might still be emotionally stunned.

According to Young (1996) the emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension, to disregard certain emotion stimulations that affect him, and to view himself objectively as he
evaluates his assets and liabilities and strengths towards an improved integrator of his thoughts and emotional attitudes and his overt behaviour, so the mature individual is said to have control over his emotions.

Hence, emotional maturity refers to that stage of individual where the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and able to accept frustration and hostility in a constructive manner.

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities.

1.2.2 Characteristics of Emotional Maturity

• The ability of giving and receiving love

Emotional Maturity fosters a sense of security with preferred vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from the one who loves him. An immature person is unduly concerned with "weakness" and has difficulty in showing and accepting love. The egocentricity of immaturity will allow the acceptance of but fail to recognize the needs of others to receive love. They take it, but they won't give it.

• The ability to face reality and deal with it

The immature person avoids facing reality. Overdue interpersonal problems, any difficulties which demand character and integrity are avoided and even denied by immature people. Mature people eagerly face reality knowing the quickest way to solve a problem and to deal with it promptly. A person's level of maturity can be directly related to the degree with which they face their problems or avoid their problems. Mature people confront their problems, immature people avoid their problems.

• The ability of being interested in giving as well as receiving

A mature person's sense of personal security permits him/her to consider the needs of others. He/she gives from his/her personal resources, whether money, time or
effort to enhance the quality of life of those he/she loves. They are also able to allow others to give back to them. Balance and maturity go hand in hand.

• The capacity to relate positively to life experiences
  A mature person views life experiences as learning experiences and when they are positive he/she enjoys and also learns a lot from these experiences of life. When they are negative, he/she accepts personal responsibility and is confident he can look for an opportunity to succeed.

• The ability to learn from experience
  The ability to face reality and to relate positively to life’s experiences are derived from the ability to learn from experience.

• The ability to accept frustrations
  When things don't go as anticipated the immature person stamps his/her feet, holds his/her breath, and blames his fate. The mature person considers using another approach or going in another direction and moves on with his/her life.

• The ability to handle hostility constructively
  The mature person looks for a solution. He/her uses his/her anger as an energy source and when frustrated, redoubles his/her efforts to find solutions to his/her problems.

• Relative freedom from tension symptoms
  Immature people feel unloved, avoid reality, are pessimistic about life, get angry easily, attack the people closest to them when frustrated-no wonder they are constantly anxious. On the other hand, the mature person shows mature approach, he/she is relaxed, confident in his/her ability to get what he/she wants from life.

1.2.3 Levels of Emotional Maturity
Level One: Basic Emotional Responsibility
  When persons reach level one of emotional maturity, they realize that they can no longer view their emotional states, as the responsibility of external forces such as people places, things, forces, fate and spirits. They learn to drop expressions from their speech that show disownship of feelings and a helpless attitude towards their feelings. Expression such as; "they made me feel.....," "it made me feel, "made them feel........, " and any others that denote external emotional responsibility are first
changed into "I" statements as opposed to "you" or blaming statements. They are for example changed from, "you make me so when you do that, to, "I feel made when you do that because .......

Level Two: Emotional Honesty:

Emotional honesty concerns the willingness of the person to know and own their feelings. This is a necessary for self-understanding and acceptance. At this level the issues of resistance to self-discovery are dealt with. They are related solely to the person's conscious and unconscious fears of feeling directly the critical voices they hear inside.

The realization of the old maxim, "To think own self be comes the true primary goal at this level. This means that we feel but experience it at this level of maturity. Here we are at least honest with our self about how we really feel.

As a secondary goal on this level, people tend to find others with whom they can safely share their real feelings, their real selves.

Level Three: Emotional Openness:

This level concerns the person's will and skill in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding from self and others. Self-disclosure is the important issue at this level of work. The dangers of suppressing feelings and the values inherent in exploring and allowing all feelings and internal expression are investigated further. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

Level Four: Emotional Assertiveness

The person at this level of work enters a new era of positive expression. The primary goal here is to be asked for and to receive the nurturing that one needs and wants-first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, i.e. without any aggressive overtones.

Level Five: Emotional Understanding:

The person at this level understands the actual cause and effect process of emotional responsibility and irresponsibility. Self-concept is known as 'the' problem.
They realize that it is not possible to have a so-called good self-concept without a complementary bad self-concept.

A person gains self knowledge which is used to free the self from self concepts on this level rather than to form them and imprison the self in them. The main work here is a total shift from identifying with any self concepts to identifying only with the true self.

Level Six: Emotional Detachment:

At this level the person lives without the burden and share of self-concepts, self-images, self-constructs, and all group concepts and thing-concepts. They are only aware of self as a process, as a sensible being, as an experiencing being, as a living vessel, as unknowable and untreated because the self is alive and not static or fixed. They have died to the life of self concepts.

True detachment from all self-concepts occurs at this stage. Thus, true detachment from others also occurs, which means that absolute emotional responsibility has been achieved. In other words we can say that emotional competence is greatly dependent on an accurate frame of reference and on overall maturity. We all are consistently changing our emotional pattern and trying to make them healthier. If we find that our emotional pattern are immature and disruptive, we can take steps to improve them, not by fighting our emotions but by understanding and accepting them, learning to function with them and express them constructively and accentuating those that are positive rather than negative.

1.3. Lifestyle

1.3.1. Defining Lifestyle

Perhaps the most notable feature of the literature on lifestyle is the lack of consensus on the meaning of the term. The use of circumvention, while rarely explicit, is nevertheless the predominant approach to lifestyle in the sociological literature. This explains why researchers typically define lifestyle as a mode of living, a seemingly innocuous tautology, and then proceed directly to an eclectic and/or ad hoc set of measures. (Sobel, 1981). A number of concepts and issues arise from these definitions, and are discussed below under the following headings:
Activities/Behaviour
Values and Attitudes
Groups vs Individuals
Group Interaction
Coherence of Activities/lifestyles
Recognisability
Choice.

Each of these must be considered in arriving at a satisfactory definition of lifestyle. In discussing them an attempt is made to evolve a definition of lifestyle which is precise, unique, in being distinct from any other concept, and efficient, in including only those elements necessary for a precise definition. The result of this exercise is a definition which is 'leaner' than most presented in the literature: Lifestyle is the pattern of individual and social behaviour characteristic of an individual or a group. In the following pages the process by which this definition evolved from analysis of the literature is outlined.

a. Activities/Behaviours

There seems to be no doubt that lifestyle involves activities: including consumption patterns, leisure activities and what might be called domestic practices. The latter can include styles of cooking/eating, child-rearing practices, home decorating/furnishing style, and activities to do with personal relationships and kinship, but what of work? Domestic work, including home maintenance and childcare, are part of 'domestic practices'. But paid work or occupation should also be included since, for example, someone engaged in a job which involves them in extensive travel and evening and weekend working has such a markedly different pattern of daily activity from the individual who works from nine to five in the same office or factory for five days a week, that it would be perverse to ignore such a dimension when comparing their lifestyles. Lifestyle can then, at this stage, be said to comprise consumption patterns, leisure activities, domestic practices and paid work activity.

b. Values and Attitudes

Another group of variables included in some definitions is values and attitudes. In the market research literature lifestyle analysis is often seen as
synonymous with psychographics, which is based primarily on the measurement of values and attitudes (Wells, 1974). For example, the famous 'VALS' typology is based on individuals' responses to over 300 value statements (Mitchell, 1985). Such models assume a causal relationship between values and attitudes on one hand and behaviour on the other. Generally the models used assume that values and attitudes influence purchasing/consumption behaviour. If this assumption is correct, as seems likely, then it is likely that leisure activities and domestic practices are also influenced by such values and attitudes. Thus values and attitudes can be said to influence activity patterns. Since we have suggested that lifestyle is primarily a matter of activities or behaviour, it follows that values and attitudes are also influences on lifestyle but not necessarily part of lifestyle. So categories produced by psychographics may be said to represent groups who are likely to share similar lifestyles because they have similar sets of values; but the shared lifestyles are not the same as the values, which result from the values in some way.

c. Individuals versus Groups

Can an individual have a unique lifestyle or is this a contradiction in terms? A number of definitions indicate that lifestyle is a group phenomenon. This however, would seem to be an empirical rather than a definitional matter. While many lifestyles may arise and be developed by group processes and some individuals may adopt a lifestyle as a result of affiliation with, or in order to affiliate with, a certain group, it is surely also possible for an individual to develop a unique lifestyle. If nothing else, this proposition would seem to be acceptable semantically, in that, while style is often a group phenomenon, it is also an individual matter - for instance an artist may be referred to as having a 'unique style'. But the idea of an individual lifestyle has a respectable basis in psychological research, particularly in the work of Adler (1929), who placed at the centre of his analysis the idea that individuals develop, very early in life, a framework and set of guidelines for action, which he termed lifestyle. The nature of this individual 'lifestyle' and how individuals relate to it and how it mediates their relationship with their environment then becomes the basis of Adler's psychotherapy. In reviewing Adler's work, Ansbacher (1967) suggests that the term lifestyle can be used in three ways. Firstly it can be used in relation to the individual, as in Adler's work. Secondly it can be used in relation to a group, where a lifestyle can
emerge through the process of group dynamics; the examples given by Ansbacher are
the family and couples, but this usage would also apply to certain small-scale sub-
cultural groups (Pearson, 1981; Willis, 1978). Thirdly lifestyle can be used as a
'generic term' which itself includes three kinds of use: firstly a Weberian usage
referring to class, occupational, status and cultural groups; secondly referring to 'more
abstract categories of individuals in everyday life' (examples given are the study of
'educated women' by Ginzberg et al. (1966) and the study of the 'workingman's wife'
by Rainwater et al. (1959)); and thirdly referring to 'the mentally disturbed or problem
cases'. It is difficult to see how this final category differs from the first, except that the
studies referred to in Ansbacher's review appear to find common patterns in the
individual lifestyles of compulsive neurotics or potential suicides or schizophrenics,
thus making it a group rather than an individual phenomenon. To some extent the
issue of group versus individual analysis depends on the detail with which lifestyles
are classified, which is in part influenced by the disciplinary framework of the
researcher. Ultimately, it could be argued, every individual 'e lifestyle is unique.
Williams and Wirth (1966), for example, give a lifestyle type name to every one of
the 160 plus subjects in their study of elderly lifestyles. However, even in that study,
those with certain features in common are grouped for the purpose of social analysis.
In the literature some analyses involve large groupings, for instance when reference is
made to a 'middle class lifestyle'; but on other occasions more detail is involved, as
for example in delineating the various lifestyles of working class youth in a single
suburb (Jenkins, 1982). It would seem unwise therefore to attempts to establish a
single, immutable 'system' of lifestyles in a given society. Lifestyles practiced by
single individuals are unlikely to be the stuff of sociology or market research,
although they are of interest to psychologists; but the existence of such individual
lifestyles, the processes by which they are formed, and how they affect social
relationships should be of sociological and marketing interest. Any definition of
lifestyle should therefore not exclude the possibility of individual as well as group
analysis.

d. Group Interaction

Is it necessary for individuals with common lifestyles to have direct social
contact? Given the pervasiveness of modern communication media, the answer to this
question must be no. For example a young person living in a small, isolated community might adopt a 'punk'.

Lifestyle on the basis of information gleaned from television, newspapers and magazines and has no direct contact with other punks. In less extreme cases involving less distinctive lifestyles, it is possible to conceive of people developing lifestyles which are unique in their own social circle because they wish to be different from their contemporaries rather than to conform - but which, as a result of their economic and social situation and the influence of the media, in fact have sufficient characteristics in common with others in the wider community as to form a lifestyle group. Some members of such a group may have social contact and may reinforce the various elements of the lifestyle in a social situation, but others may adopt the lifestyle at a distance without any personal contact with those with the same lifestyle. It follows then that individuals sharing a common lifestyle do not necessarily have any social contact, although many will. Where group interaction is a fundamental feature of a particular lifestyle we could accept that that particular group is a sub-culture. While all sub-cultural groups have a distinctive lifestyle, not all lifestyles result from the complex processes which are intrinsic to sub-cultures (Willis, 1978; Pearson, 1981, 1981a; Irwin, 1973; Fischer, 1982). Group interaction is not therefore a necessary feature of lifestyle.

e. Coherence

Does a lifestyle have to consist of activities or behaviours which 'make sense', 'go together', are 'compatible' or 'sympathetic'? A number of definitions imply this. There is a certain amount of theoretical work which suggests that it is the search for coherence and compatibility in various aspects of their lives which is the key 'life task' for individuals. Adler's (1929) conception of lifestyle already referred to, involves individual drives, emotions, cultural experiences' being subordinated to their 'organization', which is equated with 'style of life'. Reynolds and Darden (1974) and Earl (1983) relate lifestyle to George Kelly's Personal Construct Theory which involves individuals developing a system of ‘constructions’ against which all actions are judged and evaluated and 'in which incompatibilities and inconsistencies have been minimized'. Bell argues that culture is expressed through 'style of life' and is: 'a continual process of sustaining an identity through the coherence gained by a
consistent aesthetic point of view. (p 36). McCracken (1988) refers to the 'Diderot Effect' - 'a force which encourages the individual to maintain a cultural consistency in his/her complement of consumer goods' (p 123). Glasser (1973) and the Rapoports (1975) argued that individuals are motivated by the search for a meaningful, coherent identity, which determines their choice of leisure activity. The 'style' part of the word lifestyle also implies that some sort of coherence of approach is involved (Gombrich, 1968). Despite this range of arguments for the existence of such coherence there is remarkably little discussion in the lifestyle literature of what, in theory, constitutes coherence. There has been a great deal of empirical investigation of lifestyles and 'leisure styles' (which are discussed below) producing groupings of activities and attitudes but no discussion of how or why the particular sets of activities and attitudes presented are coherent. In art coherence is a matter of aesthetics. Aesthetics no doubt has a part to play in lifestyle formation insofar as it involves such phenomena as the way people dress or decorate or furnish their houses (Davis, 1974; Junker, 1955; Laumann & House, 1970) and their taste in cultural phenomena such as film, television or paintings (Bourdieu, 1984). But the salience of this to different people or groups presumably varies. In Bourdieu's scheme of things coherent sets of taste are an aspect of an individual's 'cultural capital' and 'habitué', which depends on what class a person is born into and their education and occupation. While some individuals, consciously or subconsciously, may achieve and maintain a set of stylistically coherent practices, others may not, either because of lack of socialization or education or because their personality or values do not require it of them. But coherence can be practical as well as aesthetic. Thus a coherent lifestyle may be one which is not psychologically or physically stressful -that involves 'optimal arousal' in the psychologists' terms. Psychological stress could of course be related to aesthetics, but it can also be related to such aspects as economic factors, time-budgeting or relationships. While various theoretical perspectives suggest that people seek coherence in their lives, the extent to which they succeed in achieving coherence is not clear. Does the typical individual achieve coherence or is the norm an unsatisfied search for coherence?

There could be lifestyles which are characterized by their constituent activities not being coherent. Such internally incompatible lifestyles are likely to arise for
individuals who feel that they have something to hide from their associates - for example the secret alcoholic or other drug addict or the 'closet' homosexual - but they can also arise in more mundane situations, for instance a single parent trying to pursue a demanding career with inadequate resources or support. Linder's 'harried leisure class' (1970) would perhaps indicate such a situation. It might be argued that such lifestyles are not sustainable in the long term, because of the stresses they place on the individual. But some individuals may be better at handling stress than others, and in fact may sustain such internally incompatible lifestyles for many years, perhaps for much longer than others who sustain less stressful lifestyles but adopt or drop them for a variety of reasons. It seems then that there may be three types of lifestyle consisting of sets of activities and practices which:

a. 'fit together' as a result of some guiding set of coherent moral or aesthetic principles;

b. 'fit together' but only from force of circumstance (such as age, income, household/family situation, geography);

c. do not 'fit together'. We may conclude therefore that although coherence, in the sense of compatibility, is likely to be a key variable in analyzing lifestyle, it is not a necessary component of the definition of lifestyle, since some lifestyles may lack coherence.

d. Recognisability

Is it a lifestyle if no-one recognizes it as such - either those sharing the supposed lifestyle or those not sharing it? It is perhaps notable that among the dozens of lifestyle groups identified in the literature, there are relatively few which the general public would recognize by name. The names of certain sub-cultural groups have entered the general language - for example, surges, hippies, punks, Sloane Rangers (UK), Preppies (US); a few marketing group acronyms and terms have entered the language in recent years - Yuppies, DINKS, empty nesters, etc; and certain class based groupings are generally recognized - the hard hat, the socialite, the executive, the international Jet-set or the smart set; and geographically labeled groupings, such as 'the North Shore set' or 'Westies' (Sydney) or 'Hampstead types' or 'Eastenders' (London), are common. In addition what might be called lifestyle adjectives are often applied to people or groups of people - trendy, rough, swinger,
flashy, up-market. Generally these terms are wed to describe 'other people' and not 'ordinary people like w'. Most people would probably not see themselves as part of a 'lifestyle group'. The question of how people perceive the lifestyles of others - some of which are actual or potential positive or negative lifestyle models for themselves - has not generally been addressed in the literature. Much empirical lifestyle research aimed at identifying lifestyle groups is based on systematic data collection exercises, consisting of hundreds of data items - on attitudes, activities, opinions, socio-demographic characteristics, purchasing behaviour, and so on. The information which people have about others in the community can generally only be a fraction of this mountain of data which the researchers deem necessary to specify lifestyles. Insofar as individuals are making judgments and assessments of the lifestyles of others, they are doing it on the basis of more limited and less systematic information than is used by the lifestyle researchers. No doubt people's perceptions of others' lifestyles are partial, superficial and often inaccurate. How is the information gained? Some is gained from everyday social interaction – we see the cars other people drive, we see their houses (from the outside and occasionally from the inside), we see them shopping, we see how they dress; we see their behaviour towards others and towards themselves, in the street, on the beach, etc. We see the facilities which we know some people use, but which we may or may not use - churches, cinemas, sports facilities, casinos, brothels, etc. Then the media give us a worldwide view - also no doubt partial, superficial and often inaccurate - of how others live, from the poor of the third world to the 'Lifestyles of the Rich and Famous'. While the information on any one individual or group may be limited, the overall quantity of information coming at us about lifestyles in general is enormous. How is it organized? Is everyone Judged and evaluated and placed on a scale with our own position carefully plotted? This seems unlikely and illustrates why some theoretical ideas emanating from earlier times do not match with the world as we see it today. For example, Weber argued that society could be viewed as organized into status groups, differentiated by the honour and prestige accorded to them, and that lifestyle was the outward sign of membership of such groups. Such a reliance on honour and prestige now seems outmoded. A single metric of honour and prestige hardly seems to be the basis of social structure which it once was. How do the Pope, Nick Jagger, the President of the United States and
Rupert Murdoch rank in honour and prestige? Or for that matter, a local footballer, the mayor, the radio DJ, the head school teacher or the local minister? There is no consensus. This is why some researchers have argued that Weber's thesis should be modified to bring lifestyle to the fore. 'The politics of lifestyle concern' (Gusfield, 1963; Zurcher, 1971; Veal, 1989) argues that it is not the prestige and honour attached to a lifestyle which people care about and which motivates them to action but the lifestyle itself – their lifestyle. However, people may not become aware of their lifestyle, or the common cause which they have with others who share their lifestyle, until it comes under threat. And even then, what they perceive may be only a part of the picture. These issues are discussed in more detail below.

This discussion has led us from the question of how we perceive others' lifestyles to how we perceive our own. While, as discussed below, lifestyle may be an important aspect of people's lives, the clarity with which people perceive their own lifestyles probably varies enormously.

While people may be engaged in an exercise in coherent lifestyle building how many would be able to provide an account of the process? How many have a clear picture of the lifestyle they lead, the lifestyle they aim to lead, the lifestyles they compare themselves with and emulate and reject? Thus it can be concluded that, while recognisability may be a feature of some lifestyles, is not a necessary part of the definition of lifestyle. Researchers may need to sort and label lifestyles into recognizable categories, but the extent to which people themselves engage in such practices is not known.

g. Choice

Do people choose their lifestyles? This is the most complex issue to be discussed here, since the idea of choice is such an ideologically contested notion. Some would argue that a 'choice' based view of human behaviour is misleading since, firstly the idea of choice in contemporary capitalist society is illusory, and secondly certain groups are in any case excluded from exercising choice. The first argument is that the constraints on choice under capitalism are more salient than the areas of freedom and that therefore, to talk of choice as the basis of social behaviour is misleading. Insofar as lifestyle is concerned with consumption (and it is only partly so) it would be argued that, for instance, in the modern supermarket it is not the
15,000 products on offer which are of interest to the social analyst but the untold numbers of products which food and household production organizations have *not* made available because they produce for profit and not for need. Similar comments would be made about the range of choice in shoe shops, clothing shops, furniture shops, and in the entertainment media. Ordinary people, it is argued, do not make the key decisions; these are made by élites. The range of choice which consumers do enjoy, it is argued, is essentially trivial; in so far as consumers perceive the choices they make as real, they are suffering from false consciousness and have been duped into pursuing 'false needs'. Such a view was advanced by members of the Frankfurt School of sociology, including Adorno, Horkheimer and Marcuse (Rojek, 1985, pp 113-120) and aspects of it are supported by contemporary critical writers such as Clarke (1980, p 100) and Aronowitz (1974). Such a thesis can of course be countered, with arguments about consumer sovereignty and the many failures of corporate marketing, and with the argument that, even if they were able to do so, firms would be foolish to go to the effort and expense of creating new or 'false' needs or demands when so many needs and demands patently exist already, and so on. To argue that all the key decisions are made by unaccountable élites and that therefore ordinary people have no meaningful scope for choice in their lives is to underestimate the importance of the combined effects of decisions made by millions of ordinary people - to buy this product or that, to migrate or not, to have more or less babies, to marry younger or older or not at all, and so on (Bell, 1968). The argument is partly ideological and partly a reflection of the 'structure/agency' debate in social theory - that is the extent to which human behaviour is determined by external forces and the extent to which people exercise free will (Rojok, 1989). The 'structure' argument tends to concentrate on social and economic forces which constrain the individual and whole classes. The 'agency' perspective concentrates on individual decision-making. It would seem that the study of lifestyle requires a combination of these approaches. Clearly the consequences of the social, economic and political forces in society cannot be ignored. Individuals are constrained by these forces in a fundamental way. But they are also constrained by more personal factors, such as personal relationships, family commitments, and health. However, when all these constraining factors have been noted and taken into account most individuals are still left with a 'space' or
'spaces' within which they make choices. How 'free' these choices are and what guides and influences them is a matter for research. These individual choices in turn impact on the immediate personal environment and, when aggregated with the decisions of millions of others, also impact on the broader social, economic and political environment. The 'agency' theorists have provided perspectives on the broad social, economic and political forces. Some sociologists, social psychologists and many leisure researchers have given attention to individual in their immediate social setting. And psychologists have dealt with the inner decision-making space. Lifestyle research needs to encompass all these levels of analysis. Whether the choices available to people are seen as 'real' or 'contrived' by capitalist elites, the idea that lifestyle results from at least some degree of choice is still valid. If some non-market social decision-making system was found to make 'correct' decisions about what should be available in supermarkets, in shoe shops, clothing shops, furniture shops and in the media, consumers or citizens, even if they had been involved in collective decision-making about what should be produced, would still go through the same process of choosing food, shoes, clothes and entertainment to suit themselves - assuming, that is, that under the new system, a choice of products was available. How people exercise such choices, whether constrained by capitalist or other modes of production and distribution, is therefore of interest. It is of interest whether the aim is to use the results to work within the system - through the marketing process - or to understand the workings of the system for critical purposes.

The second argument against accepting the 'choice' view of human behaviour and lifestyle is that certain groups in contemporary society are excluded from the choice process due to lack of economic resources or power. Again such an argument does not invalidate the line of analysis. To argue that some groups have less choice than others does not lead to the conclusion that the choices exercised by the majority should not be studies. In addition it is not true to say that people who have limited choice have no choice - the issue is that they would like to have more choice.

1.3.2. Definitions of Lifestyle

Adler, (1929) “ attitude to life. .. Certain automated attitudes, the individual's organization Life-plan”.

21
Miller and Sjoberg, (1973) “the nature and interrelationships of certain basic activities - leisure, work, and kinship friendship - that actors carry out within a particular ecological satin”.

Murphy, (1974) “A person's life style is a pattern of individual behaviour”

Ruiz, (1990) “the personal way in which each individual organizes his/her daily life, that is, the original individualized way, not only of the personal particularities to do with the individual's beliefs, values, or norms of daily behaviour, but of the way in which each person lives the norms of the group, class or global society to which he/she belongs”.

Tallman and Morgner, (1970) “a broad rubric under which a number of behavioural activities and orientations can be included, each of which requires a distinctive investment of the individual's resources of time, energy, affect or money”.

1.4. Insecurity

1.4.1. Insecurity Feeling

Insecurity feeling is a sign of an indefinite condition of feeling unsafe, threat, and fear. Security being a basic need, as suggested by Maslow, a feeling of insecurity results in retaliation and aggression. According to Maslow & Hirach, Elisa (1953), desires are arranged in ascending hierarchy of needs. As soon as one need is satisfied the next need in the hierarchy is activated. They are safety and security needs, belongingness and love needs, self-esteem needs and lastly self actualization needs or needs of personal fulfilment. Feeling of helplessness, un-protectedness and inadequacy in the face of manifold anxieties arise from uncertainty regarding one’s goals, ideals, abilities and relations to others.

Those who struggle with insecurity find themselves vulnerable to being led into unhealthy situations; the reason that if one can identify this characteristic in his own life, he must take great strides to seek changes. The one is familiar with these struggles can generally look back in their lives and see the path of this destruction (mild or severe); poor choices in friendships, poor decisions, poor choices of boundaries, poor communications and so on.

In the same way insecurity affects the way a person see people and things around his/him it also affects the way she/he sees himself. She/he may feel as though
he/she is worthless, even to extreme degree. In his mind nothing about himself is appealing but useless. Oftentimes this will manifest itself in choices such as lack of care by the others. Building a persona of success to mask the fear of being found deficient can be present in the insecure heart.

Insecurity is a feeling of general unease or nervousness that may be triggered by perceiving one to be unloved, inadequate or worthless. Adult feel insecure as they lack confidence in their own value and capability, trust in themselves or others, or have fears that a present positive state is temporary and will let them down and cause them loss or distress by ‘going wrong’ in future. This is not to be confused with humility, which involves recognising one’s failings but still maintaining a healthy dose of self-confidence. Insecurity is not an objective evaluation of one’s ability but an emotional interpretation, as two people with the same capabilities may have entirely different levels of insecurity.

Insecurity can stem from the individual’s immediate environment. People are not born insecure, it is a learned behaviour. From a young age people are told how to be and what to be. Insecurity may cause shyness, paranoia and social withdrawal, or alternatively it may encourage compensatory behaviours such as arrogance, aggression, or bullying a principle enshrined in the phrase ‘all bullies are cowards’. Many people suffer a period of insecurity during puberty, which gives rise to a lot of the stereotypical behaviours in adult.

Insecurity has many effects in a person’s life. There are several levels of it. It nearly always causes some degree of isolation as a typically insecure person withdraws himself or herself to some extent. The greater insecurity means the higher degree of isolation. Insecurity is often rooted in a person during their childhood years. Like offense and bitterness, it grows in layer fashion, often, becoming an immobilising force that sets a limiting factor in the person’s life.

Insecurity robs by degrees – the degree it is entrenched is the degree of power it has in the person’s life. In situations such as these, teens may fear humiliation, rejection, social isolations, or another consequence they think they can’t handle. Suicide attempts occur under conditions like this because in desperation and confusion, some teens see no other way out.
1.4.2 Causes of insecurity

Insecurity affects people in a number of ways either during specific situations or in everyday life. Some people find that in the workplace they feel secure but in social situations they feel uncomfortable. In some cases, insecurity can completely cripple an individual leading to low self-worth.

Some insecurity is natural and can act as a warning sign when faced with risky situations. Severe insecurity is often the result of a traumatic experience, abuse or neglect during childhood. Some people become insecure after a bereavement or loss. The overriding cause of insecurity is typically due to low self-esteem. Strong feelings of fear about everyday situations and activities can be extremely limiting causing a vicious cycle that is difficult to break.

Five causes of insecurity:

• Continual sense of not being accepted. When we grow up thinking no one truly likes us, lack of confidence and shyness can easily develop and carry on into adulthood.

• Personal tragedy such as a broken home, the sudden death of a close family member or a job loss can trigger this feeling.

• Poor reflection of the physical body. Self esteem can be damaged due to body shape, weight, hair loss, skin marks, height or other physical traits. A sense of shame and self consciousness can infiltrate daily life.

• Feeling less important in comparison to others. For example, comparing intelligence, looks, wealth, achievements, education, or anything else that could create self-doubt.

• A Failure-in-Life attitude. A severe setback in a personal relationship, career, or health could have devastating effects to someone's self image.

1.4.3 Signs of Insecurity

Security is something, which is desired by everyone. That is why it is important for all of us to be comfortable with ourselves. A secure person is more likely to achieve success, have meaningful relationships and be respected by others. On the contrary, insecure people find it very difficult to manage things in every aspect of their lives. Though it is impossible to be completely free of doubt, one should try to
be confident of himself. For this, keep checking yourself to eliminate any signs of insecurity that might creep in. If you want to know what are signs of an insecure person, read on.

Signs of Insecure person

- An insecure person becomes overly selfish. He tries to surround himself with possessions, accolades and attention.
- An insecure person becomes overly accommodating and tries to gain other people’s approval.
- Insecure people tend to be very defensive and cannot handle criticism. They are not comfortable with their own-self.
- Insecure people can't enjoy silence and they try to fill it with unnecessary chatter.
- Excessive joking is also a mechanism for coping with insecurity. An insecure person craves for other people's attention, which is achieved when other people laugh at their jokes. However, this leads to insensitivity towards others.
- Insecure people are self-promoting and constantly talk about themselves. They need validation from other people for their actions and qualities.
- Insecure people are even threatened by others and therefore by bullying they try to crush their opinion.
- Insecure people tend to be overly authoritative as they tend to compensate for their lack of confidence by taking out their frustrations on their subordinates.
- Over competitiveness is also a sign of insecurity. They are scared of losing and so they always keep themselves at the edge.
- Being materialistic also shows that people are insecure because they feel that by acquiring material wealth and showing it off they will be able to gain people's attention and acknowledgement.
- Over jealousy is yet another sign of insecure people as they lack trust in their partners. This is visible in constant questioning, mistrust and altercations with the members of the opposite sex.
- Insecure people even become abusive if they fail to control their partners.
- Overly sexual behaviour also portrays insecurity as people treats their sexuality as a crutch to get other's attention.
1.4.4 Symptoms of Insecurity

Insecurity can have a variety of associated symptoms which are usually signs of other conditions such as anxiety. Symptoms can be physical, emotional and psychological and may include:

- Self-doubt
- Indecisiveness
- Obsessing
- Low self-esteem
- Fear
- Jealousy
- Increased heart rate
- Dependency
- Being defensive
- Materialistic
- Overly authoritative
- Overly competitive

1.4.5 Definition of Job Insecurity

Job insecurity or ‘the threat of unemployment’ is defined in various ways in the literature.

Greenhalgh and Rosenblatt (1984) define job insecurity as “the perceived powerlessness to maintain the desired continuity in a threatened job situation”.

Heany, Israel and House (1994) refer to the “perception of a potential threat to the continuity of the current job”.

Sverke, Hellgren and Näswall (2002) refer to the “subjectively experienced anticipation of a fundamental and involuntary event related to job loss”.

1.5 Psychological Well-Being

1.5.1 Meaning of Well-being:-

The word ‘Well-being’ is mostly used for specific variety of goodness, for example, living in good environment, being of worth in the world, being able to cope
with life, enjoying life, etc. Well-being is one of the most important goals which individuals as well as societies strive for. Well-being can be specified in two ways: first by specifying the ‘what’ and secondly by spelling out the criteria of wellness (Veenhoven, 2004). So many terms have been used in the literature such as satisfaction, happiness, hope, positive affect, positive mental health, well-being and quality of life synonymously and interchangeably. The concept of “well-being” suffers from definitional problem. In their systematic review of the definition, (Pollard and Lee, 2003) describe well-being as “a complex, multi-faceted construct that has continued to elude researcher’ attempts to defined and measure it”. Well-being has been defined as dynamic state characterized by a reasonable amount of harmony between an individual’s abilities, needs and expectations and environmental demands and opportunities (Levi, 1975). It is connotative as a harmonious satisfaction of one’s desires and goals (Checola, 1975). There are three conceptual terms related to well-being viz. general well-being, psychological well-being and subjective well-being. These are difficult to define and sometimes create confusion.

1.5.2. Definition of Well-being

Well being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person’s life. There is no under-stimulation and no excessive negative stress; above all, there is a sense of control over one’s destiny.

Well being is concerned with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers terms as happiness, satisfaction, morale and positive affect.

Crow and Crow (1951) was of the view that physical well-being, adjustment to mental ability, emotional control, social adjustment and even sex adjustment are all characteristics included in well-being.

World Health Organization (1952) defined optimal health as “a state of complete physical, mental and social well being and not merely the absence of disease or infirmity.” They also added spiritual well being as one dimension of well-being.

The Oxford English Dictionary (Simpson and Weiner, 1989) stated well-being as, “a state of being or doing well in life, happy, healthy or prosperous condition;
moral or physical welfare. “Well-being is a dynamic process, which involves the striving for balance and integration in one’s life, and refining skills, rethinking previous beliefs and stances.

Bhogle (1995) “It has been taken to consist of freedom from any subjective feelings of discomfort or desirability and from any disturbances of mental functions”

1.5.3. Important Factors of Psychological Well-Being

1. Love and marriage

   Romantic relation will be anxiety lovable persons think that love is a component of psychological well-being. Many persons complained about their marriage Life. Even the beginning pair of their marriage life is key factor of psychological well-being. Married people have Highest satisfaction than divorce and unmarried people. It is so difficult to analyze this relationship. Which one is psychological well-being and Marriage life? It may be possible that psychological well-being is given More satisfaction to marriage life than marriage life is Given satisfaction to psychological well-being and it may Be possible that those people who have more psychological Well-being, they could keep good marriage relationship. And they stable too but some unhappy people faced many difficult situations to find out good life partner and also maintain their relationship.

2. Personality

   Psychological well-being of persons is depended on event and incidents which are related with past situation. (Dienr And lucas, 1999) some people are created for possessed of Psychological well-being. Some people live their life between Grateful and fruitless. Many events of person’s live are also affected to psychological well-being. Researcher reached that person who winner of lottery and that person who face the accident and became handcuffed, both of those persons Are not more effected to psychological well-being. (Stickman.1978) some researcher was getting surprise that happiness and horrible events are not affected to Psychological well-being. As dramatize real evidence (proof) Indicated that psychological well-being is not depending on external factor but internal factor. Psychological well-being could not achieve by getting good Home promotion on job. But it achieve by person’s attitude towards their life.
3. Works

Many people complain about their professional work are never thinking that work is a source of psychological well-being. But love and marriage is more important than work in psychological well-being. Professional satisfaction is corrected with general psychological well-being. (War, 1999) study that unemployment is more destructive effect on individual psychological well-being. (Argyle, 1999) it is so difficult to say that work satisfaction shall be brought psychological well-being or psychological wellbeing shall be brought work satisfaction but proud that both are centralize with work relation.

1.5.4 Somewhat important factors of personal well-being

Researcher indicates that fouler factors are related with emotion of psychological well-being; their name like Health, social activity, religion & culture.

1. Health

Hood physical health is mast importance components for Psychological well-being. But people are habitual with their Health problems. Research is mention that those people who have serious physical disease are not as unhappy as are think. (Myers, 1992) moreover freedman (1978) explains that good health is not an arisen psychological well-being itself; because people accept good health. Researches shoaled average relations between emotion of psychological well-being and good health.

2. Social activity

Human being is social animal internal individual relationship would be contributing in psychological well-being. Those People who are happy with their friends circle and activate with social activity, only they have average Psychological Well-being. Other side those people who are alone, they are unhappy. They think that no one is hearing for decreasing their sadness and taken care.

3. Religion

There is middle level of relation between religious & emotion of psychological well-being. But many research indicated that theistic have more psychological well-being than atheistic because of their faith in religion. Researchers are not accurate believe that how to effect religion on psychological well-being, given
some intention Related with it and say that religion is given knowledge to People about objective of life and meaningful life. Only By religion, people can endure stroke. They also could accept their perishable life and their death.

4. Culture

Researcher point out their many cultural factors is related with psychological well-being. (Diener, Diener and Diener: sunset all 1998) There is cultural diversity in group hood normality which is Opposite with individual hood is given more importance to Own objectives than group objectives. In opposite side group hood is given most importance to group objectives than Personal objectives. They give importance to their family, Caste, social class, general, work group etc. And also give more importance to co-operation, interaction and own activity which is effect on group than individual Hood. (Kwan, bond and singelis 1997) by these important Factors, group hood considered to harmony of relationship as decisional components of psychological harmony. Researcher suggest that individual hood has more psychological well-being than group hood (cultural People)

1.5.5 Factors which are not very important for Personal well-being

We discuss about personal difference in psychological Well-being, from them many components are not corrected with psychological well-being. General people believe that some components are most corrected with it but in real, these components are not corrected with psychological Well-being.

1. Money

There is less correlation between person’s income and Psychological well-being. (Myers and Diener, 1995) One study was shown that there are 0.12 correlation rates Between American public’s income and psychological well- Being. We should accept that people could be become Unhappy because of their excessive poverty. But if people will be going to below poverty line, its co-relation rate could Be down. We see that higher people have more psychological well-being than middle level people these eras People wants to use more money that why the money problem is become very serious problem. And so they will earn more and more even they fill its shortage. “Many people believe that money is our god. Those people who have income in six digits, they also complain about Money shortage”
2. Age

There is not important correlation between age and psychological wellbeing. There is 1% contribution of Age factored in personal difference. In this factor, if their age will be increased & increased, more changes should be come. If age will be increased & increased, professional work should be become less important. As well as increased their health important. But people’s psychological well-being level is on average level.

3. Gender

Females have more dejected than males. On this manner Are can say that female has less psychological well-being than male. Accordingly age factor Gender is also contribute only 1%.

4. Intelligence

Intelligence is most important characteristic in mordent era. But researchers had not found its correlation rate between Intelligence and psychological well-being. Educational achievement should not be having relation with life satisfaction directly.

5. Parenthood

Children are known as sources of enjoyment & satisfaction for parents. But some time children are become reason of Problems & become headache too. Those people who have Children, they have more problems which are related with their marriage and tension than those people who have no Children, but happy life. That’s wyes parent might faced difficulties. Normally preservation should be balanced in Right & wrong work. We cannot say carly those people who have children, have less or more psychological being. Than People who have no children.

6. Physical attraction

Attractive persons have higher benefits than unattractive Persons. In west people they are giving more important than others. Attractive people have more psychological well-being. Than an attractive people even are can say there is less relationship between attraction & psychological well-being.

7. Community

Freedman asked to people where do you want to live? Those people answered that they want to live in peaceful Atmosphere and rural area. We found that psychological well-being has relationship with community. We found that Equal level
of relationship (Which is related with PWB) between urban; rural and semi-urban area.

(A) Psychological Factor

Accordingly researchers many researchers had research for identifying decisive factors for psychological well-being & getting some information about those factors which are focus on psychological well-Being. These factors are divided into three parts.

1. Personal

   Person’s nature is made by many characters. These characters shall be as sign for psychological well-being but only that Time when each & every characters are organized and work as one cell. According to airport, from this organization each & every persons create one separate type of thinking way will be high them those people will have best psychological Well-being.

2. Self-manifestation

   Persons need self manifestation when they fulfilled their Ordinary needs. If persons are not behaved for it, then their psychological well-being is so weak.

   1. Some attitude towards themselves General persons have healthy attitude toward themselves. If persons have a character to accept the reality with consideration their strength and limitation, their psychological well-being is best. These persons have self- Respect & self esteem. So they keep some expectation According to their opacity. In the end their possibilities of future result are so low and thus they can get psychological satisfaction; which is increased to psychological well-being.

   2. Personal freedom if personal shall be self dependence. Take some decision by Own way solve that problems which are related with social Environment, then those persons have high psychological Well-being. This type’s person can solve each & every types of problems. If some persons want to get suggestion, views from others in very small mater and followed them, then their psychological well-being will be become low.

   3. Person’s method to identify Reality this components is most important for psychological well-Being. Persons need bias factor clearness (which is pure)
Are known as good identification. In this persons can understand this deferens between expectation and realities (originality)

4. Control and mastery on environment generally this control and mastery power is important Character for psychological well-being. Getting love power, Giving love power, capacity to solve problems and maintaining interpersonal relationship power, all these power are included in it.

(B) Social factors

Many researchers tried to explain this factor. This is Given below:

1. Family life According to cowman Family life shall be opened the door for social relationship which is desirable and stable? By this, we can reduce to Alones. There are many needs to family members as this Area they can satisfy with their needs. If they satisfied their need, then persons can increased their psychological well-Being. And can also find out their problems easily.

2. Health social relation Persons could developed their healthy relationship with others member by interacting process, this is necessary for psychological well-being. Persons should have power to identified to good or bad Parts of others persons, evolution power, how to expected to behave from others; How to behave with others. How to speak; How to maintain the relationship. Those persons who have these all powers and they can Think on them healthy way only those persons have Psychological well-being.

3. Rent There is not relationship with rent brother; if your relationship shall be good. Co-operate to one another Love and close emotional relation, and then you can develop your psychological well-being.

4. Appropriate professional atmosphere only those persons get psychological satisfaction, who Have business which is based on their knowledge level. Perfectness power and qualified way. Every persons Want good job. If persons can’t get opportunities to Show their power or its work shall be out of their Capacity then those people shall be collapse. Moreover Residential area friend’s co-operation. Work atmosphere & work nature. All these factors are affected on psychological well-being.
(C) Personal factors

Generally many psychologists believe that inheritance. Physical health, knowledge etc. factors should be effected by psychological well-being. For example, deficiencies inheritance should be provided fertilize atmosphere for diseases of physical & psychological and arisen favourable Effect for disharmony of person.

If people have physical sickness for long time, then they cannot maintain Psychological well-being. It is fact that mentally retarded Persons have low level of psychological well-being.

1.5.6 Dimension of Well-being

Much result which is related with psychological well-being, as indicated by bhogle & prakash are given below. some results and meaning of psychological well-being.

1. Meaninglessness: It indicated that person’s alones and unpleasant toward their life.
2. Somatic symptoms: It mentions that situation which is related with physical Diseases and mental burden.
3. Self-esteem: It mentions that self ability to do some work and self- views.
4. Positive affect: It point out that pleasant and proud. Pleasant is for achieving something in life and proud is for work which is done by one?
5. Daily activities: It mention that can people achieve pleasant from their Work which is done regularly in their life. As well as are people able to take some decisions in their life or not?
6. Life satisfaction: It guidance that toward their life and how mach present time is important for them.
7. Suicidal ideas: It informed that did they think about their suicide or not and do some ideas come in their mind about suicide or not?
8. Personal control: It gives information that people who face some situation in entire life for that they think, they are responsible for it or their luck is responsible for it.
9. Social dependence: It suggests that people are satisfied with their goals which are achieved by themselves.
10. **Tension:** It indicated that persons who have confusion situations or not and have they anger nature irritable nature?

11. **Wellness:** It gives information about their physical health and how they handle their situation?

12. **General Efficiency:** It hints that will they need some Medicine for their physical and power.

13. **Satisfaction:** It mention that people are satisfied with entire their life marriage, health.

### 1.5.7 Types of Well-being

Washington State University believes that there are multiple dimensions to well-being and in order to be “well” each individual, must actively strive to improve themselves within each dimension.

These eight dimensions include and are explained by the Washington State University as:

- **Physical Well-being**
  
  Making healthy lifestyle choices today will affect health and quality of life tomorrow. Building physical strength and endurance along with a healthy and balanced lifestyle and diet are important for physical wellbeing. Enhanced self-esteem, a sense of direction, and other psychological benefits are some gains from developing physical wellbeing.

- **Emotional Well-being**

  This is the ability to recognize, understand and experience and express a full range of emotions and channel our emotions in to healthy behaviours that satisfy our personal and social goals.

- **Environmental Well-being**

  The environment is the basic foundation for individual wellbeing. Humans are part of the environment and are not separate from it. Environmental wellbeing is awareness and appreciation of the critical role the environment plays in our individual wellbeing.

- **Financial Well-being**

  This can be defined as the ability to make informed and wise decisions on earnings, savings and credits that enables one to attain his/her personal goals while
enjoying a comfortable lifestyle. Stress in the areas of emotional, occupational and social wellbeing can result if financial wellbeing is imbalanced.

- **Intellectual Well-being**
  This reflects our degree of openness to new ideas, our propensity to challenge ourselves to think critically, our inclination to nourish our creativity and curiosity, and our motivation to master new skills.

- **Occupational Well-being**
  This is the achieving of personal satisfaction in one’s life through a career path and work. Finding a healthy way to integrate work into our life can enhance personal satisfaction and wellbeing. There are several areas that may impact on our degree of occupational wellbeing. These include stress, a negative work environment, working too many hours, job dissatisfaction and/or poor or undesirable work conditions.

- **Spiritual Well-being**
  This wellbeing is where one finds meaning and purpose in our life and our place in the greater universe.

- **Social Well-being**
  This wellbeing is where one has satisfying relationships and support networks. One would have an understanding of self in relation to others and a sense of belonging. In addition, one would participate and contribute to the community. To achieve social well-being, one has to acquire the skills of communicating effectively, resolving conflicts, transcending differences and providing leadership in the community.

  The Washington state university did not make a direct reference to mental wellbeing which the World Health Organization (WHO) defines as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution- “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 2006, p.1).
1.6. **Importance of the study:**

The present research is important when conducted correctly because it helps us to understand and possibly even solve existing or possible problems.

The importance of social science research whether it’s exploratory or explanatory or descriptive research, certainly it based on general aims academic, theoretical and pragmatic goals on research there for the importance of social science research are:

- To understand the function of society.
- To study individual behaviour and social action.
- To evaluate social problems their effect on society and to find out possible situations.
- To explore social really and explain social life.
- To develop theories.

Today in the 21 century, the occupational field has become very extensive because of developed many industries and Machinery. And also progress many occupational field. There are teachers, clerks, doctors, managers, engineers, bank employees, workers, nurses, etc. Each occupation is unique importance. But in the occupation field the most important are the teachers especially from the human social and moral point of view.

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have made towards the massive expansion of educational facilities in the country. In absolute terms, the educational system created in the country is vast when viewed in respect to the number of institutions, students and teachers and the variety of educational activity. However, effective utilization and success of educational set-up to produce quality output has been a subject matter of concern. Several commissions and committees, who have examined of the functioning of educational setup in the country, have expressed concern about the emotional maturity, life style, insecurity, and psychological well being of teachers towards an overall improvement of the education system.
It may be relevant to mention that in the present scenario of education in our country one often comes across candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standards both qualitatively and quantitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be teacher’s emotional maturity, life style, insecurity, and psychological well being.

It is generally believed that teachers are the nation builders. Teachers are supposed to play “a pivotal role in the value adherence among their students. It is believed that only a teacher can make tremendous positive changes in his/her students. To improve the quality of teachers, it is essential to improve the quality of teacher education. It is universally recognized that in making teacher education truly effective and functional, the role of teacher educators is most crucial. It is the role of teacher educators to prepare future teachers to be life-long learners and educational workers to create a learning society.

Now majority of teacher education institutions are under the control of the private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who are the victims of privatization of teacher education are teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government financed as well as self-financed teacher education institutions. Hence there is a need to do a comparative study of teacher educators of government –financed and self-financed teacher education institutions by choosing some of the essential characteristics of teacher educators.

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The modern teaching-learning process emphasizes guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by step procedures.

Gone are the days, when teachers in ancient times were paid the highest reverence by all people including the rulers. The teachers were glorified in the true
sense of the word. Now the situation relating to the teacher status, especially secondary and higher secondary school teachers, and the teacher-pupil relationship seen today is quite contrary to what was prevailing in those days. Anjaneyulu (1971) pointed out that, in addition to the loss of special recognition, the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security in service especially in private managements, growing indiscipline among the students, and too much domination by the nonofficial politician bosses are only some of the evils.

It is said that a large number of teachers of the present day have no interest in their profession and they continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meager that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctors, a lawyers, or an administrative officers in the society. Especially, as far as the school teachers are concerned, their position is being downgraded to the bottom level day by day, though the teachers are said to lay the foundations of any society or civilization. The significance of the role the teacher is to play is hardly recognized, though it has become a fashion to observe teacher's day. The teachers today suffer from neglect, indifference and insecurity. The society or the nation always expects a lot from a teacher who has so little power and alarmingly few facilities.

The net result is the appearance of widespread dissatisfaction at present in the teaching profession as a whole. In this connection, it is befitting to quote the often quoted quotation of Henry Van Dyke: "He (the teacher) lives in obscurity and contends with hardship. For him no trumpets blare, no chariots, no golden decorations are decreed, patient in his duty, he quickens the indolence, encourages the eager and steadies the unstable. He lights many candles which in later years will shine back to cheer him. This is his reward".

Dissatisfaction of any individual, whatever may be the occupation in which he is engaged, results in professional stagnation. A teacher without teaching aptitude is lost not only to himself but also to the entire society. The entire superstructure of the educational setup of a nation rests upon secondary education. It is on the start that the
entire growth development and enhancement of mental as well as physical potentialities of the child will depend. In this situation it is needed to study any significant remark on the teaching aptitude of the school teachers.

In this modern era man’s necessities have become unlimited. Men/woman takes up various activities to satisfy their unlimited necessities. Behind their hard work there is also the aim for prestige and power. Which take away their mental peace? The questions that arise is what is the use of all the hard work is quality of life does not exist? hence the present study on the teachers should keep in mind the various difficulties faced by teachers viz. work load, job irregularity, less salary, officer pressure and social responsibilities and the psychological effect it has on the teachers emotion, lifestyle, security and physiological well-being. The Importance of this research is to find out how the government and non-government school teachers manage their psychological well-being and find happiness in life. Very less studies are available on the psychological substance of government and non-government school teachers hence this study.

1.7 Plan of the Present Study:

The main aim of the present study was to examine the Emotional maturity, Life style, Insecurity and Psychological well-being among Government and Non-government school teachers. The investigation was carried out to examine this aim and the whole process is warred in the following five chapters.

- Chapter-1:
  The first chapter under the title “INTRODUCTION” includes a historical background of the studies variables, major concepts to be considered and importance of the investigation.

- Chapter-2:
  The second chapter under the title “REVIEW OF LITERATURE” includes a brief summary of studies undertaken in the past study on Government and Non-government school teachers, Emotional maturity, Life style, Insecurity and Psychological well-being.
• Chapter-3:
  The third chapter under the title “PROBLEM AND METHODOLOGY” includes objective, variables, hypothesis, selection of sample, and techniques to be used to analyze the data.

• Chapter-4:
  The fourth chapter under the title “DISCUSSION AND INTERPRETATION OF RESULTS” includes discussion on the Emotional maturity, Life style, Insecurity and Psychological well-being among Government and Non-government school teachers and their interpretation.

• Chapter-5:
  The fifth chapter under the title “RESEARCH FINDINGS AND SUGGESTIONS” includes the findings of the study and suggestions for further study.

• REFERENCES.

• APPENDIX.