CHAPTER - I
THEORETICAL BACKGROUND OF THE PROBLEM

1.0 INTRODUCTION

Historically speaking, Physical Education began as a survival activity in the remote past of man's biological development and developed into an organized social-educational endeavour over the following millennia of Cultural Revolution. The present day Physical Education may not, perhaps be explained and understood without reference to the practices, developments, motives and movements that have so critically influenced the march of human civilization in general and Physical Education in particular. The historical perspective of Physical Education can be divided into two parts: one dealing with the ancient past and the other comparatively recent past which gradually mingles with the present.

The Greek philosophers who propounded the idea about body-mind unity were, perhaps, the first civilized people to recognize the idea of sound mind in a sound body. Greeks, therefore, are considered to be first people to give some structure to Physical Education. Widely acclaimed as “the cradle of Europian civilization”, the ancient Greece served as a cultural bridge between the East and the West chiefly due to its geographical position. The Greeks left indelible foot prints on the sands of time in the fields of art, poetry, music, education, medicine, Physical Education and sports. Socrates, Plato, Aristotle, Hippocrates, Milo and others were celebrities in their own respective fields. The Grecian craze for sports and physical activity was due to their circumstances which compelled them to remain in a state of fighting fit and to innovate strategies of subjugating and subduing the opponents both on the battlefield and on the political forum. Programme of Physical Education which
served dual purpose – fitness for war and recreation in peace. Chariot-racing, boxing, wrestling, foot racing, archery were the common sports which in their extreme form served as the training tools for military adventures. During the growth and rise of Rome as a world power hard work and physical exercise prepared youth for war. The dark ages with the revival of asceticism, reduced a general fact of interest in Physical Education. The Puritans and other early settlers in America who had a great deal of work to do frowned upon other types of activities that did not consist of work form. In these days wood chopping and corn husking contests were very popular (Kamlesh, 2002)

1.1 STATE OF PHYSICAL EDUCATION IN INDIA

Very little has been written about the state of Physical Education in ancient India. However, history of Physical Education in India can be studied alongwith the classification of various periods of political history of India such as Vedic Age, Epic Age, Rajput Period, Muslim Period, British Period and Post Independence Period. Physical Education always existed in the Indian society in one form or the other.

Today, tremendous developments have taken place in the field of Physical Education at the global level. Too much emphasis on excellence and performance has catalyzed research in sport sciences, management, teaching technology, training methodology etc. As a consequence, the very perception of Physical Education differs from person to person. It has grown into a huge banyan tree whose tendrils and tentacles are difficult to distinguish. A variety of terms and expressions used as alternatives for Physical Education (such as physical training, drill, physical culture, play, gymnastics, sports and games etc.) have become archaic, obsolete and
misnomer. They are just some of the segments and, hence, cannot be an alternative for the term for the whole. Therefore, the term Physical Education needs to be understood in its proper perspective (Bhattacharya, 1991).

1.2 MEANING OF PHYSICAL EDUCATION

Physical Education is the combination of two words – Physical and Education. The word physical refers to body, and indicates bodily characteristics such as strength, speed endurance, flexibility, health, coordination and performance. It generally contrasts the body with the mind. The term education when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills. In olden days, body was considered a distinct entity separate from mind, intellect and spirit. But today, it has been realized that man is to be taken as a whole and Physical Education is not merely concerned with his physical strength. Therefore, Physical Education is not only a physical activity but a process of development of man as a whole. It develops courage to stand against odds and to face life squarely. It moulds man’s personal and group relations. Physical Education is now-a-days connected with biological, sociological, psychological, philosophical, political and cultural aspects of life. It deals with totality of human behaviour which makes man different from other species. The concept has been defined in a variety of ways.

According to Williams (1964), “Physical Education is the sum of man’s physical activities selected as to kind and conducted as to outcomes”. While planning the physical activity programme, consideration must be given to two things. First, activities should be selected taking into account age, sex and
environments. Second, the outcomes should be more than physical. Apart from health, fitness and vigour, mental and social aspects of human personality are also taken care of. Bucher (1972) defined the aim of Physical Education as, “the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes”. In the highly hectic and socially volatile lifestyle, acquisition of variety of skills is necessary in order to economize on one’s time, energy and effort. Physical Education surely makes people skilful directly as well as indirectly. A ‘physically educated’ person can meet any eventuality because he is fit, tough, courageous and energetic. This apart, skills learnt on the playground, when transferred to life situations, enable people to live economically, perform routines skilfully and accomplish things successfully.

National Plan of Physical Education and Recreation (1956), the pioneer document prepared by the Central Advisory Board of Physical Education and Recreation in India points out, “Physical Education is education. It is education through physical activities for the development of total personality of the child to its fullness and perfection in body, mind and spirit”.

Physical Education is the only unique discipline, which uses physical activity as the medium for human development. It is a vital part of education, not a frill or ornament tacked on the school or college programme as a means of keeping students busy. In striving for fitness, it trains a child’s mental, moral and social faculties, arouses in him awareness of environment and develops alertness, presence of mind, resourcefulness, discipline, cooperation and
spirit of respect, sympathy and generosity towards others – qualities that are essential for a happy, healthy and well disciplined life in a free and democratic world. The objective of education is the all round development of a child as a whole. Education aims at health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure time and ethical character. This can be put in other words to state that the objective of education is human relationship, civic responsibility, economic efficiency and self-realization. The success of any educational programme is judged from the extent of fulfillment of these objectives. The same objectives can be achieved by physical education programmes in schools and outside educational institutions. Learning is a life long process and so is the education. It begins in the cradle and ends in the coffin. Learning is an essential condition of physical, mental, intellectual, social and cultural and even spiritual development of a person. It cannot be categorized as either physical or mental but as a continuum along a linear scale where at one end it seems to be more of physical and at the other more of mental or cognitive. Therefore, it is necessary to have a holistic view of learning in education as well as Physical Education.

Physical Education has a dynamic character. Sweeping changes have occurred in its concepts, curricula, content and courses over the decades all over the world. With education tag, Physical Education more often than not, have had activity – instruction and sports competition as its major objective in education sector stretching from schools to universities. That perhaps is the reason why greater stress in teacher education programme, through the decades, has been on the creation of competent cadre of professional leaders
i.e. Physical Education teachers and coaches. Professional approach to physical education is relatively a recent phenomenon the origin of which could be traced to the realization that academics without physical education is of little consequence. This changing scenario has gone a long way in enlarging the scope of Physical Education in recent years. Now there are far greater opportunities and avenues than ever before for freshmen to specialize in one or the other branch of Physical Education and prepare for teaching/non-teaching careers. Physical Education teachers who normally used to be ex-army personnel have been replaced by skill – masters and the subject has become as rich as any other field.

1.3 PHYSICAL EDUCATION TEACHERS

Today, Physical Education teachers are playing a number of diverse as well as specialized roles as teachers, officials, organizers and administrators. If the question is “What does a Physical Education teacher do” The answer will be “Everything”. This answer is not inaccurate, for a physical education teacher is often expected to be a jack of all trades and requires a greater variety of talents than any other teaching area. He should be a good planner in the sense that he must understand the objectives of physical education and design a programme that fits into the total educational programme. He should also compare the objectives to the local needs or the area of Physical Education in which the students are weak or are interested in improving themselves. These two areas are combined, ideally, to yield the programme objectives or aims or specific goals for which the local programme of Physical Education will be designed. Then the major activities required for the fulfillment of the objectives will be identified, performed and evaluated too.
The activities and tasks performed by a teacher of Physical Education may be divided into five categories; namely planning, teaching, evaluating, administrative and various unclassified duties (William, 1988). He has the responsibility to help the students develop skills, master knowledge and acquire attitudes and social qualities that help a person become all that he/she is capable of. The responsibilities of Physical Education teacher have increased manifolds in modern scientific age. The expectations of the society and nation towards Physical Education teachers are very high in the sense that they are the only leaders who can protect and save general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology, Biomechanics has further added to the already enhanced scope of the duties of Physical Education teachers.

The qualities, traits and characteristics of personality and character of the Physical Education teachers, by and large, are abstract concepts. Prescribing norms and objective standards on this account is but impossible. Only academic and professional qualifications - not even competencies – can be desirably listed out so that one could adhere to their prescribed standards. From an idealistic point of view, a Physical Education teacher ought to have loyalty towards profession, alertness of body and mind, adjustability, initiative, fitness for work, discipline, enthusiasm, sincerity, self control, sociability, super motor capacity, sense of humour, honour, dignity, self confidence, impartiality, communicative skills, sportsman’s spirit etc. He must be a model for his students and colleagues with regard to his character, conduct and behaviour (Kamlesh, 2002). With the change in the concept of Physical
Education, the role of the Physical Education teacher has gone beyond the playground and entered the classroom teaching. It is perhaps far more important for a physical education teacher to concentrate upon success factors rather than think about failures in order to achieve proper results. In order to meet the high standards of his profession, a Physical Education teacher must take advantage of all the information available to him about the students. This includes the characteristics and needs of the pupils, the facilities and tools with which he may work, organizational and administrative factors that affect the programme and knowledge of the subject matter and activities he is going to undertake. According to Miller and Massey (1963), “Although the teacher of Physical Education has much in common with teachers in general, the unique nature of the subject matter requires certain uncommon abilities in certain areas. The characteristics of a Physical Education teacher are normally equated with success”.

Modern Physical Education recognizes its responsibility for man’s total development i.e. physical, mental, educational and intellectual. Hence, through it the teacher has an opportunity to nurture health, happiness, character and democratic spirit among children. Physical Education, when well taught, can contribute more to the goals of general education. It is not expected to be force only for better metabolism or for greater strength. Nor it is presumed to exist only for fun and relaxation. All of these values are acceptable in part and therefore, the expectations from Physical Education teachers are also rising higher and higher. A Physical Education teacher is actually an artist who deals with living ingredients and is responsible for building up character and developing fine moral qualities as well as excellent
skills in the youngsters. He should have a specialist ability to create an effective educational environment so that the educational outcomes are possible to be achieved. He should be able to remove the difficulties and motivate individuals to participate in physical activity through a quality physical education programme.

**Hardman and Marshall (2000)** in a world survey of Physical Education concluded that the following factors need to be ameliorated before Physical Education teachers as professionals can begin to optimize the impact of their subject areas on children and adolescents – (1) Statutory requirements for Physical Education; (2) Subject status of Physical Education; (3) Curriculum time allocation; (4) Teacher training and (5) Resources. An all round flourishment of the individual personalities is possible when the subject is perceived as an area of educational experience which all should embrace. Currently, the education system is educating people to be inactive as the focus is primarily on the subjects, which are not physical in nature. No evidence, however, exists to indicate that participation in physical activity has an adverse effect on academic performance. A study by Shephard and Lavelle (1994) found that children (6-12 years old) who received 5 hours per week of physical education/activity achieved greater academic success than those who received only 40 minutes per week. Therefore, the responsibility lies on the Physical Education teachers if the potential impact of the subject on the individual and the nation as a whole is to be realized.

Physical Education is neither a business nor an industry; it is a field of education where the inter-personal interaction in better understood as a means of socialization process than a trade transaction. In its multi-
dimensional perspective, Physical Education is 1) a programme of activity, 2) an instructional process, 3) a field of organization and administration and 4) an area of research and development.

Accordingly, a Physical Education teacher has to use his skills and aptitudes for a business-like approach to “man, movement, mind and material” and there are neither short cuts nor compromises on quality, competence and efficiency of those involved. But unfortunately, in proportion to the expectations of the society, the Physical Education teachers have not been given due place and recognition. They face a lot of problems while carrying out their responsibilities. Bad working conditions, ill maintained playgrounds, lack of facilities create obstacles and hurdles in their efficient and smooth functioning.

1.4 JOB STRESS

The word ‘stress’ was first introduced into the fields of Biology and Medicine in 1926 by an Austrian endocrinologist, Hans Selye, working in Montreal in Canada. His concept of stress at that time was a physiological one and throughout his life the psychological component of the phenomenon of stress was not so much ignored by him, as placed in a secondary and to some degree, less important place in the total picture of human stress. Since its introduction into Bio-medicine the concept of stress has proved to be difficult to define as it is complex. According to Selye (1956) – “Stress is a kind of nonspecific response superimposed upon various specific manifestations of an insulting agent impinging upon the organism.” In fact, Selye, used the term ‘stress’ to designate the event or trauma affecting the organism and the word ‘strain’ to denote what happens to the organism or
individual. Later on, the term began to replace such words like anxiety, emotional distress, conflict, ego-threat, frustration, tension, lack of security etc. which denote some psychological and physiological conditions. Appley & Traumbuall (1967) state that psychological stress is elicited by conditions that approach the ‘upper thresholds of tolerability’ and produce states of anxiety, tension and upset. So, stress has been defined as a stimulus, intervening or response variable by different authors. Stress is a precipitator as a stimulus variable, a mediator as an intervening variable. Frost (1971) says, “Stress is a state in which the natural homeostasis (equilibrium) of the body is disrupted. Stress is caused by any threat to the organism. Disease, trauma, heat, cold, thirst, fatigue can all be causes of stress. Emotional arousals can also bring about stress.”

Stress is a complex phenomenon. It is a very subjective experience. What may be challenge for one person will be a stressor for another. It depends largely on background experiences, temperament and environmental conditions. Stress is a part of life and is generated by constantly changing situations that a person must face. The term refers to an internal state which results from demanding, frustrating or unsatisfying conditions. It is the physiological and psychological state that results when resources of an individual are not sufficient to cope with the demands and pressure of the situation. McGrath (1970) defines stress as occurring when there is an imbalance between the perceived demand and the perceived response capabilities of the organism. He laid emphasis on the consideration of four events in studying stress as a social psychological process.
The physical or social environment that places some demand on the individual.

The individual’s perception of the demand and the decision about how to respond to it.

The organism’s actual response to the perceived demand.

The consequences resulting from the responses.

Job stress also known as occupational stress has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). It is often linked or equated with challenge, but the two are very different. Challenge motivates and energizes us psychologically and physically to learn new skills and master given tasks. When a challenge is met, we feel a great sense of accomplishment, relaxation and satisfaction. Challenge is beneficial in the work environment as it helps increase productivity. Stress, on the other hand, is when job demands cannot be met, relaxation turns into exhaustion and a sense of satisfaction turns into feelings of tension. In short, one feels overly taxed both physiologically and psychologically and the stage is set for illness, injury and job failure. Therefore, stress may either be beneficial or harmful in its effects. Too little stress or challenge or pressure can be harmful and lead to so called rust out; too much may also be harmful and lead to burnout. Gmelch (1983) argues that optimum effect comes from moderate levels of stress in which pressure and stimulation are converted into creative motivation. Thus the relationship between stress and efficiency may be diagrammatically presented in terms of an inverted U (Fig. 1.1)
In today's typical workplace, stress is experienced in terms of cognitive, physiological and behavioral reactions. According to Keavney & Sinclair (1978) it is experienced:

- Cognitively in terms of thoughts about the discrepancies that exist and the person's perceived inability to deal effectively with them. The perception is one of 'distress' or a state of unpleasant emotional tension in which work is associated with being 'frustrating, worrying, excessively or insufficiently demanding or threatening to one's security, confidence or desired self image'.

- Emotionally in terms of a physiological body reaction. Selye (1956), the father of stress research, proposed three stages of involvement in dealing with stress over a prolonged period: alarm reaction, period of prolonged resistance and exhaustion.
Behaviourally in terms of consistently used coping reactions. Coping is any response to external life strains that serves to prevent, avoid or control emotional distress.

Thus, stress which is an integral part of life should be of moderate level to avoid 'rustout' as well as 'burnout'. It may be seen having two dimensions to it. First, there is the experiential aspect. This can be described as an unpleasant feeling which people have when they feel in a psychological state of distress. Prolonged exposure to stressful situations is very harmful as the internal balance in a person's life is lost and he starts suffering from stress. Then there is the physiological aspect when in threatening situations the body responds with a 'fight or flight' syndrome. Confronted by a challenging situation a person's body releases a charge of adrenalin which helps to equip it to either face the danger or run. Muscles become tense in readiness for action. There are several categories of symptoms by which stress can be recognized. The emotional manifestations are irritability, anxiety, depression, nervousness, withdrawal or aloofness. Secondly, there may be a behavioural aspect; for instance, over impulsiveness, aggressiveness, impaired ability to perceive and evaluate a situation, sometimes an excessive dependence on alcohol or analgesics. Thirdly there are cognitive and physiological aspects; anxious thinking patterns which result in psychosomatic conditions such as excessive fatigue, high blood pressure, skin irritations, cardiovascular diseases and susceptibility to infection.

The physical ailments induced by stress can be of a short term nature, e.g. regular headaches or palpitations of the heart. Or they may be of a more long term character; for instance, high blood pressure, heart disease, or
nervoustics. In a survey of teachers by Matt Jervis (2002) 40% of respondents reported having visited their doctor with a stress-related problem in the previous year. 20% considered that they drank too much and 15% believed they were alcoholics. 25% suffered from serious stress-related health problems including hypertension, insomnia, depression and gastro-intestinal disorders. Stress impacts greatly on teacher retention too. A study conducted for the Times Educational Supplement in 1997 found that 37% of secondary vacancies and 19% of primary vacancies were due to ill health as compared to 9% of nursing vacancies and 5% in banking and the pharmaceutical industry. Once the stress becomes chronic, adequate coping is no longer a possibility and burnout occurs. Burnout implies exhaustion to the point of no longer being able to care, of loss of idealism and of psychological withdrawal as the last imaginable chance for 'survival'.

Job stress may affect individuals as well as organizations. At the individual level a high level of job stress is a threat to mental and physical health, quality of life, goal achievement and personal development, whereas for the workplace these conditions lead to increased absenteeism, conflicts, low productivity and reduced quality and quantity of work. Thus, identification of factors responsible for stress and its management at primary level has long term benefits both for employers and employees. Otto (1986) presented a diagrammatic representation of factors to be considered in understanding the causes of stress at work (Fig. 1.2).
Job stress is a recognized problem among health care workers, doctors, managers, athletes, politicians and so on. The education industry comprising students, teachers and principals is not immune from this general phenomenon. For the last two decades at least, Physical Education teachers in schools have been feeling the overwhelming demands being increasingly placed on them. They are playing a vital role and their work requires a greater variety of talents than any other teaching area. Their responsibilities are diverse and the society looks up to a Physical Education teacher as a leader who can create and maintain general fitness of the sedentary people. The teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities, clerical work and non congenial working conditions. In proportion to the expectations of the
society, they are not given due place and recognition. No wonder, many Physical Education teachers working in schools claim they are working under stress or are experiencing 'burnout'. Job stress has been identified as one of the factors related to Physical Education teacher attrition and is believed to be a cause of many other problems too. Moreover, when teachers leave jobs, schools often cannot find sufficient replacements and frequently face severe teacher shortage. Poor morale, job dissatisfaction, lowered productivity, lower student achievement are some of the other negative effects of job stress and burnout among teachers. Fimian and Santaro (1983) indicated that continued stress can drastically lower job satisfaction and performance and can also damage the individual's personal life. The term 'burnout' is often used to describe the effects of continual stress. Logically, a teacher's mental health can be expected to affect classroom performance and interactions with students and others as well. Other variables associated with teacher stress and burnout are role problems, loss of control, isolation, dissatisfaction with salary, role overload, role ambiguity and lack of administrative support. A study by Pithers & Soden (1998) highlighted role overload as a significant stressor in teachers. They assessed levels of stress, organizational roles and stress in 322 Australian and Scottish teachers. Stress was found to be average in both national groups but overload emerged as a major cause of stress.

Classroom discipline is also a significant source of stress. Lewis (1999) examined teacher's estimations of stress arising from being unable to discipline students in the way they would prefer. Overall, maintaining
discipline, emerged as a stressor, with those worst affected being teachers who placed particular emphasis on students empowerment.

1.5 JOB STRESS AMONG PHYSICAL EDUCATION TEACHERS

As a profession, Physical Education is facing new challenges and so are the Physical Education teachers. Many social and political problems encountered by world leaders are being faced on smaller scale in classrooms and playgrounds. Some problems such as drug abuse, alcohol abuse, student unrest, crime and poverty, discrimination against women and minority groups, disobedience are common problems faced by Physical Education teachers.

In educational institutions/organizations, Physical Education teachers, more often than not, are evaluated not on the basis of their professional qualifications, personal achievements in sports and competencies expected of them in the discharge of their duties as such but on the basis of their academic, behavioural and ethical standards. It is more important for them to come up to the expectations and aspirations of the academia, students, teaching community, society and the profession of Physical Education in the matter of personal qualities and attributes. Joseph (1963) rightly said that “the successful promotion of Physical Education depends, more than any other single factor, on the quality of leadership and the staff that directs and operates it.” Therefore, the Physical Education teachers must struggle for improvement in their thought and action, progressive outlook and positive attitude towards change taking place all around us in this society.

A Physical Education teacher while playing the role of a philosopher has to ensure how best his profession can serve the individual and the
society. He has to distinguish between right and wrong, beneficial and harmful and decide about what is sufficient and what is important. Hence, formulation, implementation, criticism and assessment of existing policies, practices and goals have to be ensured by him. While executing their job, teachers of Physical Education face a lot of problems and challenges due to longer working hours, lack of infrastructure, indiscipline among students, lack of Principal’s support, role ambiguity, overload and many more. Despite all hardships, some of them find their job quite interesting. They find ample opportunities to use initiative, experience and novelty in their field. They do not have any complaints regarding salary, working hours, cooperation from colleagues, promotion opportunities and so on. But there are some others who feel contrary. They do not understand how to follow a command and lead too at the same point of time. As a result, such teachers in Physical Education are not/less satisfied with their jobs and suffer from job stress and burnout. Thus, Physical Education teacher stress is a real phenomenon and is associated with a number of variables. The efforts made by Physical Education teachers and the students would not bear fruit if hurdles in producing the best performances are not removed. Job stress, whether psychological or social is one of the factors which inhibits the teachers and students/players to achieve the goals. Therefore, proper understanding of all the important aspects of stress such as its sources, symptoms, consequences and also stress management is the need of the hour for proper mobilization of resources and the successful coping with the problem.

Stress management strategies play an important role in coping with job stress in any field including education. These strategies can be made
applicable at three different levels i.e. individual, social and institutional. The individual stress management techniques comprise knowledge and awareness of stress and burnout, setting realistic goals, varying one's routine, taking regular breaks from work, understanding one's limits, taking things less personally, separating work from home and so on. Most successful stress-prevention programmes also emphasize on providing training in physiological coping strategies such as bio-feedback, muscle relaxation, focused meditation, breathing techniques, aerobic activity etc. Research by Murphy (1983) suggested that bio-feedback and muscle relaxation are effective as part of a work-based stress management programme. In a study of nurses under stress, one experimental group received bio-feedback, another received training in progressive muscle relaxation, and a control group received self relaxation training. After three month, the bio-feedback group reported increased work energy levels, and the muscle-relaxation group noted a greater ability to cope with stress. Both experimental groups reported successful results more frequently than the control group. In addition, all the three groups reported decreased anxiety levels and improved sleep. The results demonstrate that both bio-feedback and muscle relaxation are effective relaxation strategies. Another major component of stress prevention programmes is the development of situational coping strategies. Participants learn assertiveness techniques, techniques for enlisting the cooperation of others and skills for changing a stressful situation. Similarly, cognitive coping strategies are an important component that leads to the reduction or prevention of stress.
Social stress management techniques include formal or informal get-together with colleagues who can offer help, comfort, praise, recognition, insight and much more whereas institutional or organizational strategies include coping techniques like dividing up work, limiting job spillovers, specifying overtime limits, offering support in the form of counselling and staff meetings, participation in decision making etc.

The stress management programmes offer a variety of outcomes if applied at the right time, right manner and right spirit. Both long and short term effects have been noted by evaluation studies conducted in this regard. Overall results include improved peer support, reduced levels of accomplishment, decreased work pressure and much more. While the majority of the studies showed positive effects, several authors have mentioned the need for follow up and long term evaluation. Bunce and West (1996) collected data a year after the intervention programme and found that improvements had regressed to initial levels. Such results highlight the necessity of using methods that maintain intervention impact over an extended period of time.

1.6 JOB SATISFACTION

Job/work which is an integral part of human life is a source of fulfillment of all types of needs such as physical, security, social and ego needs. Job is not only a means of earning a living but it serves various other functions for an individual. An individual's sense of well being, of doing something worthwhile, or having some purpose in life, seems to be associated with his job. A person works because it gives him the sense of creativity, fulfillment, productivity and performing an expected and useful social role. Thus, he is likely to develop a
positive attitude to his job and reveal great satisfaction with it. A man's work, says Chatterjee (1969), 'can be a major social device for his identification as a person'. Even though it is realized that job grants certain power, status, dignity and feeling of achievement to the individual yet all men do not feel so strongly about their jobs. In other words, for some people there may be positive feelings regarding their jobs or job experiences whereas for some these feelings may be negative too.

Job satisfaction is one of the most crucial but controversial and complex issues in psychology and behavioural management. One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions on workers' productivity. These studies ultimately showed that novel charges in work conditions temporarily increase productivity. It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for investigating other factors in job satisfaction. Scientific Management by Taylor (1911) also had an impact on the study of job satisfaction and created for researchers many new questions to answer regarding job satisfaction. Some agree that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction. This theory explains that people seek to satisfy five specific needs in life - physiological needs, safety needs, social needs, self-esteem needs and self actualization. This model served as a good basis from which early researchers could develop job satisfaction theories.
The Hierarchy of Needs Theory, developed by Maslow (1954) was one of the most popular and widely used theories of human motivation. The theory was based on two premises. The first premise was that 'man is a wanting animal and rarely reaches a state of complete satisfaction except for a short time'. Man, therefore, was motivated by the desire to satisfy certain needs. These needs were arranged in a hierarchical order and identified as physiological, safety, belonging, ego-status or esteem and self-actualization needs. Needs which were not satisfied created tension within an individual and prompted him to seek satisfy these needs. This resulted in specific behaviours which were enacted in order to meet these needs and thereby reduce the tension. Upon satisfaction of the need, equilibrium was restored and the need was no longer a source or motivator of behaviour. For example, when the physiological need for food has been satisfied, it will no longer function as a motivator of behaviour until an individual becomes hungry again.

The second premise that was proposed by Maslow was that human needs or 'wants' were arranged in a hierarchy of prepotency. The basic needs were arranged in order from lower level to higher level needs and once individuals had satisfied a certain need, they would move up the hierarchy one level at a time in order to eventually satisfy the higher level needs.

The first level of needs, which served as the starting point of the motivational theory, was called the physiological needs. These needs included such factors as food, water, air, shelter, exercise, rest, sleep, and sex. The needs reflected the pursuit of physical well-being and the basic necessities required to sustain the human condition. Maslow maintained that the physiological needs were considered to be the most proponent of all the
needs levels. This would suggest that any person who was fixated at or lacking the satisfaction of these needs would concentrate on these needs and ignore the higher level needs. It was possible for an individual to require need satisfaction at several levels at any given time but the lowest level need would predominate until it was satisfied.

The second level of needs, the safety needs, constituted the next level of the needs hierarchy once the physiological needs had been satisfied. These needs included items such as security, stability, dependency, freedom from fear, anxiety and chaos, protection from danger and threat, need for structure, job tenure and protection, insurance, and law and order. Maslow stated that most adults in our culture have had their safety needs largely satisfied. The implication here was that safety needs no longer served as active motivators of behaviour. Like physiological needs, a person would be able to move up to more mature need levels once the safety needs had also been satisfied.

The third level of needs that emerged was that of the belongingness and love needs. These needs were characterized by the desire to have meaningful interpersonal relationships and friendships, for belonging, affiliation, acceptance, and the mutual sharing of love. Maslow believed that people who lacked satisfaction of the belonging and love needs experienced some form of maladjustment in society. Maslow further clarified that belonging and love is not synonymous with sexual needs. When the safety needs were finally satisfied, people would become less preoccupied with themselves, would become more aware of others, and would want to associate more with others.
For the fourth level of the needs hierarchy, Maslow pointed out that all people in society have a ‘need or desire for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem, and for esteem of others’. The fourth level, entitled the esteem needs, was classified into two subsidiary sets. The first set included the desire for strength, achievement, confidence, mastery and competence, adequacy, and independence. The second set was identified by the desire for reputation, prestige, status, dominance, recognition, attention, importance, and appreciation. The absence of these needs would produce feelings of inferiority, weakness and helplessness and would lead to discouragement and potential neurotic behaviour.

The fifth and final need level that Maslow proposed was the need for self-actualization. This need would only emerge if the previous need levels had been realized. At this level, a person would attempt to reach his potential. This could be referred to as actualizing or the desire for self-fulfillment. Maslow explained that self-actualization would take on a different look from person to person as individual differences would be noted. The individual would seek to reach his highest potential in his specific field of interest. Again, the clear emergence of this need depended upon the prior satisfaction of the physiological, safety, love, and esteem needs. Maslow acknowledged that order of need satisfaction was not as rigid as implied by the Hierarchy of Needs Theory. The theory, however, served as a foundation stone for job satisfaction theories.

Job satisfaction is the total body feeling that an individual has about his job. The term "job satisfaction" has been given different connotations since its
inception. Blum and Naylor (1998) are of the view that job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, they observe, "these attributes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment of employer and other similar items. Nobile (2003) defines job satisfaction as "the extent to which a staff member has favourable or positive feelings about work or the work environment." Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment. However, a more comprehensive approach requires that many other factors such as employee's age, health, temperament, desires and level of aspiration should also be considered. Further, his family relationships, social status, recreational outlets, activity in the organisation contribute to job satisfaction. In simple words, job satisfaction in the favourableness or unfavourableness with which employees view their work. It results when there is a fit between job requirements and the wants and expectations of employees. It may be more clearly understood in the context of the employee's expectation of the job and the rewards that job provides.

Job satisfaction may also be understood in the context of the employee's satisfaction in general in his total life situation. Generally, job satisfaction and life satisfaction are closely related and go hand in hand. This co-relation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. There is evidence that job satisfaction is negatively co-
related with absenteeism and turnover. **Porter (1967)** defines satisfaction as the "gap between what the employee experiences in actual conditions and what he thinks should be there." The more the gap, the more is the dissatisfaction and lesser the gap or no gap means 'satisfaction'. A more comprehensive definition of job satisfaction is that it is a generalized attitude, resulting from many specific attitudes in three areas: 1. specific job factor; 2. Individual adjustment; 3. group relationship. These factors can never be isolated from each other and have their relative importance in job satisfaction. The extent of these factors contributing to satisfaction, however, is not fully known.

In true sense, job satisfaction does not mean a perpetual smirk on the face of the employees. It does not mean turning work into hobby, undertaken just for the pleasure of it. However satisfied the employees, they cannot be expected to find absolute and unalloyed pleasure in it. Job satisfaction essentially means economy of effort, getting rid of avoidable tension, utilizing the energies of employees for better performance.

Job satisfaction, historically viewed as a continuum, includes certain factors. These factors, if present, contributed to job satisfaction; and if absent contributed to job dissatisfaction and vice-versa. **Herzberg, Mausner and Synderman (1962)** developed what has been called the Two-Factor Theory of job satisfaction or the Motivation-Hygience Theory. In contrast to conventional theory at that time, Herzberg concluded there were certain conditions of employment that, if present, acted as job satisfiers (motivators) and other conditions that acted as job dissatisfies (hygiene factors). The absence of motivators did not contribute to job dissatisfaction nor did the
absence of hygiene factors contribute to job satisfaction or motivation. Fourteen factors were identified as contributing to job satisfaction or dissatisfaction. The factors identified were achievement, recognition, interpersonal relations, responsibility, advancement, salary, job security, personal life, status, working conditions, policy and administration, supervision and the work itself. Herzberg believed these factors to be universal in the workplace. There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert Scale (named after Rensis Likert). Other less common methods for gauging job satisfaction include: Yes/No options, True/False questions, point systems, checklists and forced choice answers. The Job Descriptive Index (JDI) created by Smith, Kendall and Hulin (1969), is a specific questionnaire of job satisfaction that has been widely used.

There exists a relationship between job satisfaction and self esteem and the understanding of this relationship is of utmost importance for improving productivity. The importance of this relationship also lies in the fact that happiness with one's job is related to one's self confidence, which is further linked with increased involvement and leads to increased goal setting. Thus self esteem, job satisfaction and job performance are interrelated and interdependent, though the question has often been raised whether job satisfaction leads to performance or performance leads to job satisfaction. Similarly morale and job satisfaction are also interlinked. Bentley and Rempel (1980) conceptualize morale as "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation". When a healthy environment exists and
morale is high people feel good about each other and, at the same time, feel a sense of accomplishment from their jobs (Hoy & Miskel, 1987). Dissatisfaction, on the other hand, results in emotional and physical fatigue and a reduction in work motivation and involvement. Thus, morale and achievement are also related.

Miller (1980) notes that teacher morale “can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers but also learning more pleasant for the students. This creates an environment that is more conducive to learning”. Conversely, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, efforts to leave the profession and a cynical and dehumanized perception of students.

Job satisfaction is a complex state of mind involving many factors and one important factor is 'stress level'. Stress level, along with other various factors, plays an intricate part and therefore should never be overlooked. Determining whether or not reducing stress level will lead to an increase in job satisfaction would benefit the job force as a whole. The literature to date unequivocally supports stress management as a means of improving health and overall well-being. Logically, improved health and personal well being can increase one's ability to cope with stress and since, stress level negatively correlates to job satisfaction, it would be reasonable to deduce that decreased stress level would yield an increase in job satisfaction. The phenomenon of job satisfaction is thus related to life satisfaction and it has been defined for
the purpose of study as the attitude people have towards their jobs. Positive attitudes towards the job being equivalent to job satisfaction and negative attitudes towards the job being equivalent to job dissatisfaction.

**Mc Cormick and Tiffin (1974)** stated job satisfaction as the total of the sentiments related with the job conducted. If one perceives that his/her values are realized within the job, he/she improvises a positive attitude towards job and acquires job satisfaction.

**Locke (1969)** defined job satisfaction as a function of the perceived relationship between what one wants from one's job and what one perceives it is offering and as the degree of 'fit' between what an organisation requires of its employees and what the employees are seeking from the firm. Locke took an interaction's approach and believed that the causes of job satisfaction were not the result of the job or the person but was based upon the relationship that existed between these two elements. It was proposed that satisfaction resulted when organizational needs coincided with the needs of the individual. A job is not an entity but an abstraction referring to a combination of tasks performed by an individual in a certain physical and social context for financial (and other) remuneration. Since a job is not perceived or experienced as such, it cannot be evaluated as a single unit. Overall job satisfaction is the sum of the evaluations of the discriminable elements of which the job is composed. Overall job satisfaction was defined in terms of the tasks of which it was composed and the weighting of these elements was determined in the satisfaction rating.

**Locke** reasoned that people were not always conscious or aware of their needs. Needs could be seen as being those things which were of value
to an individual and need frustration could produce discomfort since people were not always readily aware of the intensity of their needs. Since a job was comprised of many conscious and unconscious elements consisting of task oriented and social behaviours, overall job satisfaction could be evaluated by in terms of the sum of its separate components. Locke felt that a person's values were arranged hierarchically due to the presumption that people value some things more than others. A lack of this type of need structure would in tremendous conflict which would disable the action of an individual. Satisfaction differed from individual to individual since the importance or value of a particular subject matter depended on its importance to each individual. Locke clarified this by stating that 'every experience of satisfaction or dissatisfaction reflects dual judgement: the degree of value-precept discrepancy and the relative importance of the value to the individual'. Job satisfaction was seen as an emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values. Job dissatisfaction would result from a disagreeable or unpleasant state of being that occurred when one discovered that a job blocked or impeded one's attainment of job values. Locke conceptualized a person's emotions as one of life pursuits and that pleasure and displeasure was derived from those pursuits. Pleasure, or satisfaction, would be the consequence of perceived value achievement and displeasure, or dissatisfaction would be the consequence of perceived value frustration. Locke examined the theory and studies of Herzberg and came to the conclusion that a persistent finding of these studies was that factors related to the work itself (e.g., achievement, failure) were potent determinants of both satisfaction and dissatisfaction.
Work and other life pursuits became a passage of reward seeking behaviour where incentives proved to motivate individuals to pursue pleasure and needs.

Mumford (1972) identified several approaches that have been used in seeking to explain and enhance job satisfaction. Among them are:

- The psychological needs approach of theorists such as Maslow and Herzberg who argue that the central factor in job satisfaction is the extent to which the job satisfies personal needs for security, recognition, affiliation, self esteem and so on.
- The approach emphasizing the leadership skills of management in creating the circumstances for job satisfaction.
- The 'effort-reward bargaining' approach emphasizing the importance of incentives such as salary and job conditions.
- The approach emphasizing the intrinsic nature of the work itself in providing job satisfaction.

Holdaway (1978) confirmed that the work itself was, almost exclusively, a source of satisfaction, but that interpersonal relationships were a source of both satisfaction and dissatisfaction, while physical conditions and the attitudes of society and parents to education were largely sources of dissatisfaction.

Belasco & Alutto (1972) observed that when teachers were able to participate in as many decisions as desired, teacher satisfaction was optimized and job tension minimized. It is also clear that not all teachers are equally desirous or capable of significant participation in decision making, and
that sometimes decisional saturation may occur, as when teachers are asked to participate in more decisions than desired.

The elements of job that create job satisfaction are very important to be recognized. Organizations can help create job satisfaction by putting systems in place that will ensure that employees are challenged and then rewarded for being successful. Organizations that aspire to create a work environment that enhances job satisfaction need to incorporate flexible work arrangements, training and other professional growth opportunities, interesting work that offers variety and challenge, opportunities to use one's talents and to be creative, opportunities to take responsibility and direct one's own work, a stable, secure work environment that includes job security/continuity, up to date technology, competitive salary and opportunities for promotion. Apart from these factors, job satisfaction is also influenced by the employee's personal characteristics, administrator's personal characteristics and management style and the nature of work itself. Job enrichment is another step which can be taken to create a stimulating work environment. It is a deliberate upgrading of responsibility, scope and challenge in the work itself. Job enrichment usually includes increased responsibility, recognition and opportunities for growth, learning and achievement.

So, in essence, job satisfaction is a product of the events and conditions that people experience on their jobs. Very simply put, if the pleasures associated with one's job outweigh the pains, there is some level of job satisfaction.
1.7 JOB SATISFACTION AMONG PHYSICAL EDUCATION TEACHERS

Physical Education teaching which was considered to be a rather routine job however, has become a complex profession within the last few decades. The responsibility of a Physical Education teacher increases more at a time when our society is undergoing tremendous transformation. He is the one on whom a sensitive, sophisticated and delicate responsibility of moulding a young mind is bestowed. In undertaking such a responsibility of preparing ‘healthy minds along with healthy bodies’ he should himself possess, among other qualities, satisfaction. It shows that he is likely to be more effective in his work if he is satisfied in his job. Job satisfaction of Physical Education teacher is therefore, an important factor in making the profession more functional and effective. But it may be suspected that the overall job satisfaction of Physical Education teachers is determined by higher order emotional and social needs, most notably professional self esteem, job security, interpersonal relations at work, opportunities for career progression, working environment, workload and productivity/learning outcomes. Another related key issue is the level of accountability of these teachers to their school managements, students, parents and community. Like people in any other profession, Physical Education teachers are also affected by high job challenges, work pressures and enhanced competition. Several other factors e.g. school culture, class size, communication with parents and colleagues, student behaviour, professional autonomy also contribute to their job satisfaction (Johansson & Heikinaro, 2004). Job related stress is also an
important factor in their motivation and retention and ultimately leads to job satisfaction/dissatisfaction among them.

1.8 ADJUSTMENT

"Life presents a continuous chain of struggle for existence and survival" says Darwin. It is a continuous process of overcoming difficulties or making adjustments. The term 'adjustment' simply means regulating, adapting or settling whereas the dictionary meaning of adjustment is to 'make suitable' or 'adapt'. General meaning of adjustment is the process of living itself or a dynamic equilibrium of the total personality. It is a life-long process in which one enters into a relationship of harmony with one's environment. Psychologically, adjustment means a person's interaction with his/her environment. Fortunate is the individual who is adjusted and considers it so. Every individual great or small, old or young is confronted with the problem of adjustment. The problem of adjustment which is both internal as well as external starts right from the birth of the child and continues till his death. It is related to arriving at a balanced state between the needs of the individual and their satisfaction. Moreover, adjustment is a relative term and the opposite of adjustment is 'maladjustment'.

The term 'adjustment' has been defined in a number of ways. Warren (1934) defines adjustment as "any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal".

James Drever (1952) defines adjustment as "the modification to compensate for or meet special conditions".
Carter V. Good (1959), says "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in environment".

Crow and Crow (1956) say "An individual adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment".

Shaffer (1936) defines adjustment as "the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs".

Smith (1962) defines a good adjustment as "one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tension and anxieties which a person must endure".

A perusal of the above definitions of adjustment leads to the following characteristics of adjustment.

- It helps to keep balance between our needs and the capacity to meet these needs.
- It implies changes in our thinking and way of life to the demands of the situation.
- It gives us ability and strength to bring desirable changes in the state of our environment.
- It is physiological as well as psychological.
- It is multidimensional
- It brings us happiness and contentment.
Therefore, a comprehensive definition of adjustment would be like this:

“Adjustment is a condition or state in which one feels that one’s needs have been (or will be) fulfilled and one's behaviour conforms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it conforms to the needs of the individual.

The concept of adjustment means adaptation to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual’s personal demands such as the satisfaction of physiological needs. All this complex functioning of the persons demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

The concept of adjustment is as old as human race on earth. Darwin's concept of adjustment was purely biological and he used the term adaptation. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they die. Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus, we
see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. Conflicts among various needs or demands of a person present special problems of adjustment. If one of the conflicting needs is gratified, the need which is not gratified will produce frustration and other problems.

Psychologists have interpreted adjustment from two important points of views. One, adjustment as an achievement and the other, adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. From one angle, adjustment may be viewed as achievement or how well a person handles his conflicts and overcomes the resulting tension. In this case, we ask whether a person's adjustment is adequate and efficient whereas in the second case, we ask how one adjusts or what are the modes of adjustment to various demands. Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. To interpret adjustment as achievement, criteria have been set to judge the quality of adjustment. Psychologists have evolved four criteria to judge the adequacy of adjustment. They are as follows:

- **Physical health** - The individual should be free from physical ailments, like headache, ulcers, indigestion and impairment of appetite. These symptoms in individuals sometimes may have psychological origin and may impair his physical efficiency.
- **Psychological comfort** - The individual should have no psychological disease as obsession, compulsion, depression, anxiety, etc. These
psychological diseases, if occur, must be taken care of by seeking professional advice.

- Work efficiency - A person who works efficiently, utilizing his capabilities fully, may be termed as well adjusted in his social set-up.

- Social acceptance - If a person obeys social norms, beliefs and set of values, he may be called as a well adjusted person, but if he satisfies his needs by anti-social means, he is called maladjusted. Everybody wants to be socially accepted though societies differ in deciding the universally acceptable criteria of good behaviour.

Adjustment as a process is of major interest to psychologists who want to understand a person and his behaviour. The way one tries to adjust himself and to his external environment at any point of time depends upon interaction between the biological factors in growth and his social experiences. In general, there are three broad types of adjustive process in the event of a conflict between a person's internal need states and environment demands:

- The person may modify or inhibit the internal impulse.

- The person may try to alter the environmental demand in some manner so that he resolves the conflict.

- The person may 'escape' through unconscious resources to mental mechanisms like phantasm, compensation, projection, rationalization, etc.

We cannot call any of these modes of adjustment as the most superior. None of them used in isolation, to the exclusion of others is helpful in adjustment. Excessive use of any one of them is likely to be maladaptive.
The human beings in order to reconcile their needs or the environmental demands must modify or inhibit their own impulses sometimes, alter or modify the environment at other times and use some mental mechanism at other times and at times a combination of all the three. However, there are certain principles of adjustment explained as follows:

- **Principle of knowing the self:** To be adjusted, one should be aware of his strengths and weaknesses so that he may mould himself according to the required life style.

- **Principle of accepting one's self:** An individual should accept himself as he is. If he is not satisfied with himself and does not respect himself, he cannot adjust in the environment. He always complains of his bad luck and does not have confidence in his capabilities.

- **Principle of integrating the self:** The personality of an individual should be integrated. People with disintegrating personality are not able to take decision and do not stick to a particular decision, cannot adjust easily.

- **Principle of self drive and shaping:** Sometimes decisions are imposed on an individual. He does not opt for career or a business. These decisions are imposed on him by some influential person. Such people feel disturbed and maladjusted.

- **Principle of self control:** The aggressive control and imposed discipline is the reason of maladjustment in an individual. So self discipline should be advocated.
Principle of balance and harmonious development: An individual should aim at physical, mental, social, emotional and moral development. Then he may be able to adjust himself.

Principle of understanding others: An individual should not only try to understand himself but also others. He should respect their ideas and emotions.

On the basis of the above discussion, it can be said that adjustment persuades one to change one's way of life according to the demands of the situations and also gives strength and ability to bring desirable changes in the condition of one's environment. An unadjusted person becomes upset easily whereas a well adjusted person uses his knowledge and skills to act wisely on his environment. Adjustment plays a significant role in one's life by bringing happiness and making one mentally and physically healthy.

Adjustment does not only cater to one's needs but also to the demands of the society. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one's self and others, an adequate level of aspiration etc. Such a person does not have a fault-finding attitude, is flexible in his behavior, capable of struggling with odd circumstances and feels at home with his surroundings. A well adjusted person is, thus, an asset to himself and a boon to the society whereas a maladjusted personality brings misfortune to one's self and discomfort to others.

Sports is a highly organized form of social institution, which helps in the socialization process. This is one of the best means of helping an individual to gain his identity, self image and formulate the ideal self. Sports help in the
development of personality traits such as leadership, sociability, maturity, cooperation, personal, social and emotional adjustment and thus serve as an excellent medium for achieving socialization. Explaining the socio-psychological phenomena in sports, Frost (1971) remarked “It is critically important that those studying the psychological concepts, as they apply to the area of Physical Education and coaching, be carefully attentive to the fact that social and cultural forces are operating constantly and a meticulous understanding of these is absolutely necessary in any attempt to unravel the many factors causing and revealing behaviour and its change in sports setting.” Therefore, producing 'adjusted people' is a challenge for education as well as physical education. They must transmit both knowledge and behaviour since the ultimate test is not the knowledge but life performance and life performance depends largely on 'effective adjustment'. Thus, effective adjustment will be a balance between personal criteria and social standards, both in terms of value judgment and actual behaviour.

'Adjustment' has attracted many researchers in sports. Sperling (1942) in his study on the difference in adjustment of athletes reported athletes to be more socially adjusted than the non-athletes. Coleman (1963) studied the relationship between motor performance and social adjustment among boys experiencing serious learning difficulties. They found a strong positive relationship between motor performance and social adjustment of the subjects. Roy (1972) found that the teaching behaviour of those teachers whose personality adjustment was harmonious, skilful and fine were more effective.

1.9 ADJUSTMENT OF PHYSICAL EDUCATION TEACHERS
‘Adjustment’ is something both realistic and satisfying and at least in the long run, it reduces to a minimum the frustrations, the tension and the anxieties which a person must endure. The awareness of one’s own strengths and limitations, respect for one’s own self and others and adequate level of aspiration are the characteristics which must be possessed by a person in any profession including a teacher in Physical Education. Many of the beginning Physical Education teachers just have to think about survival techniques and need the type of support that predominantly focuses helping them to settle in and to adjust to the immediate demands of teaching rather than extending them professionally. The perception of how their school experiences during the first year of teaching had helped them to develop as teachers plays an important role in their early adaptation in the profession. Then school background, problems and constraints faced, factors they consider as important to their development, their objectives and strategies, all indicate to how they move beyond ‘survival’ stage of teaching and develop their pedagogical skills and focus on students’ learning outcomes. Impressions about Physical Education teaching, thus, may range from those of disillusionment to those of optimism and the type of support provided in schools would not necessarily underpin their beliefs about teaching or extend them professionally (Hardy, 1999).

The ways in which Physical Education teachers accommodate conflicting role expectations from schools, the Physical Education profession and the sporting and wider community, their flexibility, creativity and adaptability are the key variables affecting student achievement. Effective teachers adapt their teaching to fit the needs of different students and the
demands of different instructional goals, topics and methods (Doyle, 1985).

Only an adjusted Physical Education teacher can focus on teaching process and content and establish his personal philosophies and practices in the subject. Many steps can be taken in a structured way to try and address the individualized nature of experiences and to build on their early enthusiasm and pedagogical skills if teaching in Physical Education is going to be viewed as a long term commitment.

1.10 NEED OF THE STUDY

Teaching in Physical Education is an exciting and challenging profession that combines classroom skills with emphasis on excellence in sports. The Physical Education teachers while playing a number of diverse as well as specialized roles as teachers, officials, organizers and administrators easily become prone to job stress. Job stress among Physical Education teachers working in schools has received the attention of researchers during the last few years though stress in school teaching has not been a new topic all over the world including India. Job stress which is generally negatively correlated with job satisfaction has been a topic of interest among various researchers. A dissatisfied and maladjusted Physical Education teacher cannot optimize the impact of his subject areas on children and adolescents. Hence, there is a need to study job stress, job satisfaction and adjustment among Physical Education teachers. The present study has also emerged out of the conflicting results of a few previous studies conducted so far in this regard. Therefore, the investigator has planned to conduct the present study
i.e. to examine job stress, job satisfaction and adjustment among Physical Education teachers working in Haryana schools.
1.11 STATEMENT OF THE PROBLEM

In view of the need for conducting research in the domain of job stress, job satisfaction and adjustment among Physical Education teachers, the research problem of the present study has been stated as below:-

“JOB STRESS, JOB SATISFACTION AND ADJUSTMENT AMONG PHYSICAL EDUCATION TEACHERS OF HARYANA SCHOOLS”

1.12 OBJECTIVES OF THE STUDY

2. To find out the status/level of job stress, job satisfaction and adjustment among Physical Education teachers working in schools of Haryana.

2. To find out the difference in job stress, job satisfaction and adjustment among male and female Physical Education teachers working in the schools of Haryana.

3. To find out the difference in job stress, job satisfaction and adjustment among Physical Education teachers working in urban and rural schools of Haryana.


5. To study relationship of job stress with job satisfaction and job stress with adjustment among Physical Education teachers working in Haryana schools.

6. To suggest possible measures to reduce stress, improve job satisfaction and to make adjustment feasible among Physical Education teachers working in schools of Haryana.
1.13 HYPOTHESES

1. There would be a significant difference in Job stress, job satisfaction and adjustment among male and female Physical Education teachers working in schools of Haryana.

2. There would be a significant difference in Job stress, job satisfaction and adjustment among Physical Education teachers working in urban and rural schools of Haryana.

3. There would be a significant difference in job stress, job satisfaction and adjustment among Physical Education teachers working in Government, Private & Public schools of Haryana.

4. There would be a negative relationship of Job stress with job satisfaction as well as job stress with adjustment among Physical Education teachers.

1.14 SIGNIFICANCE OF THE STUDY

The results of the study would help to find out the degree/level of job stress, job satisfaction and adjustment among the Physical Education teachers working in various types of schools in the state of Haryana. The results would also help to understand the factors responsible for job stress, job satisfaction and adjustment among Physical Education teachers. The study might be useful in solving some of the problems of the teachers as related to the three variables. This would help them to understand various dimensions of adjustment and find out ways and means to be well adjusted persons. The study would help the administrators and government to create a congenial atmosphere in the institutions which would benefit both the sides.
1.15 DELIMITATIONS OF THE STUDY

The present study was delimited to the following conditions:

1. The study was confined to a small sample of 300 Physical Education teachers.

2. The selected sample consisted of male and female teachers, urban and rural area teachers and the teachers working in govt., private and public schools of the state of Haryana.

3. The study was delimited to the Physical Education teachers working in high and senior secondary schools of the state.

4. The sample was confined to only ten districts of the Haryana state namely, Ambala, Karnal, Panipat, Kuralkshetra, Yamuna Nagar, Kaithal, Sirsa, Hisar, Jind and Rohtak.

5. The study was confined to only three variables i.e. job stress, job satisfaction and adjustment.

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