CHAPTER-I
INTRODUCTION

1.1 INTRODUCTION

The school is the greatest tool available to spread information to others. It is the best training ground to teach individuals to become agents for change and become productive members of the society. Yet, schools cannot do this without having teachers who wish to bring forth change and who possess the necessary human traits, abilities, skills and competence. The importance of teacher in the educational process is unquestionable. The teacher occupies the key position all the human factors in the education system, and it is only through them that the ultimate process of education takes place. Teachers are uniquely positioned to define their problems and seek solutions in their own situations and their own terms. But teachers’ perceptions about what goes on in the school often differ from public perceptions. Teachers consistently view public education in a more positive light than that of public. In addition, the role of teachers in the classroom has shifted, therefore, they are required to wear many hats during the course of the school day.

The teacher today faces new challenges in the education calling for greater effort from teachers. Teachers as a group are not more maladjusted than members of other vocations. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in their own competence and that they respect their vocation. Generally, teaching is not conducive to that growth and maturity of mind that seem so necessary to personal satisfaction and consciousness of worth. Some administrators over that as a class the older teachers are less competent a statement which, incidentally is tantamount to say that our school do not do much to develop teachers. Also, it will probably be admitted that teachers would derive greater satisfaction from their work if they could look forward
to a long period of promotion and if they could see every where about them evidence of increasing growth and development.

1.1.1 Importance of Teacher in Our Society

What’s the most precious material we have in the country; children. If we don’t give them best keepers and mentors and teachers, we are destroying the future of the country. Teachers are the constructor of our nation but we are so careless about that. We underpay teachers, we hire poorly prepared teachers and we don’t help them. We don’t go into school and help them, “What can we do?” We don’t participate. It’s a matter of taking care of the children. If you have a child who’s ill, you want the best doctor. You want the best surgeon, “I want the best surgeon for my child.” But do we say that about teachers? No, we don’t. We know that surgeons are well paid, they better be well paid, they don’t want to have worries at home. It should be the same with teachers; they are the single most important profession in the country because they are shaping the future. And some of them are misshaping the future or they are not being helped by us.

Before started my research, first of all I tried to know what are the things that make a teacher “a good teacher”. Shortly after I read Professor Levi’s statement that no one has ever defined what makes a good teacher, I asked the students to write a sentence or two about what is their own experience, makes a good teacher. The responses ranged widely, but I sorted through the pieces of paper on which they wrote them and put them in different piles. Then I combined the piles into ones that seemed to be generically related. Three quarters of their responses fell into two piles. The first of those I call the ‘A’ Pile, the second I call the “Education pile i.e. ‘E’.

(1) In the “A” pile I found words like “accessible,” “available” and “approachable”. Here all some of the sentences they wrote in response to my questions, “What makes a good teacher?” I have edited them slightly, mostly to put them into more parallel constructions.

Good teachers are available to assist students with questions on the subject and they show concern:

- Do not have a lofty, standoffish attitude.
- Can interact with a student on an individual basis.
• Want to know each individual student
• Give time, effort and attention to their student
• Are willing to be friend to students
• Are actually interested in students
• Are actually involved with their students
• Are first friends, then educators.

(2) In the “E” pile I found words like “Enthusiastic”, “Everyone” “Excited”

Good teachers:

• Love what they teach and convey that love to class.
• Have both an enthusiasm for an encyclopedic knowledge of the subject
• Have such an obvious enthusiasm for what they do that it is contagious and their students pick up on it.
• Have a desire to learn and for others to learn, all of the exciting things they have learned
• All obviously excited about teaching.

Thus, good teachers are those who want to be good teachers, who take risks, who have a positive attitude, who have enough time, who think of teaching as a forum of painting, who try to give students confidence at the same time that they push them off balance, who motivate by working within the students incentive systems, who do not trust student evaluations and who listen to students.

But the trouble with good teachers is that finally, they won’t be contained in corral labelled “good teachers”. The trouble with exciting teachers is that they are almost always mavericks, hopping blithely off into some distant sunset where no one can brand them. The trouble with inspiring teachers is that they won’t stay put long enough to be measured, perhaps because they know that if they did they would be expiring teachers.

1.1.2 An Effective Teacher

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

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

Although this acronym does suggest some characteristics of a good teacher, it is not comprehensive enough to enliven the teacher to his ground level task of teaching in the classroom.

In the words of Anderson (1991), “An effective teacher is the one who quite consistently achieves goals, which, either directly or indirectly, focus on the learning of their students.”

Fullan (1990) wanted to understand what it is about such teachers that make them effective. The knowledge and skills being taught to teachers are linked with what they already know and can do, teachers are encouraged to apply what they have learnt from their in-service experiences in their own classroom, and actually, teachers should be encouraged to “try, evaluate, modify, and try again”.

The National Policy on Education (1986) has also rightly stressed the significant role that teachers need to play in the improvement of the educational system and in the development and growth of education. The teacher’s role is viewed in terms of a mediator, a facilitator and a director of learning, a helper and controller of the learning behaviour of the learner, a dispenser of knowledge; a counsellor; an evaluator of the learner’s performance in the academic field; an expert in class management activities; and a link between school, parents, community and society. In fact, this policy perspective gives a very comprehensive operational definition of the role performance of teachers vis-à-vis what really makes them effective teachers in the context of the new emerging social order and the building of a learning society in this age of global communication and software technology in education and teaching.
1.1.3 The Profession of Teaching

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

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

1.1.4 Effective Teaching

It is very difficult to define good teaching. This term is so value-laden that what appears to be good teaching by one person may be considered poor teaching by another, because each one values differently on the process of teaching – its techniques, outcomes or methods. One teacher may run the classroom in an organized, highly structured manner, emphasizing the intellectual content of academic discipline, while another may manage it in a less structured environment, allowing the students much more freedom to choose subject matter and activities that interested them personally.

Ryans, puts it this way: “Teaching can be effective to the extent the teacher acts in ways that are favourable to the development of basic skills, understandings, work habits, desirable attitude, value judgment and adequate personal adjustment of the pupils.” But such a definition is very general and abstract because a teacher’s role may vary in relation to the characteristics of the pupils, to grade level, and to the field of learning, that is, of the subject matter. For example, an aloof academic
teacher might be liked by students who are bright and academically-minded. But such a teacher is not suited to teach those students who need sympathy and understanding about everything else. Therefore, according to Ryans, effective teaching should be relative to three major sets of conditions:

i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time;

ii) The grade level and subject matter taught; and

iii) Intellectual and personal characteristics of the pupils taught

Respect to which teacher is better; again because of different set of values that govern one’s choice.

While it remains difficult to agree on what constitutes “good” teaching, “effective” teaching can nearly be demonstrated in terms of what is really intended as the outcome of teaching. An effective teacher is able to bring about intended learning outcomes, though the nature of learning is still more important. The two different teachers, as in the example above, may strive for and achieve different outcomes and both be judged effective. The two critical dimensions of effective teaching are intent and achievement. Without intent, student achievement becomes random and accidental. However, intent is not also enough by itself. If students do not achieve their intended learning goals, the teacher cannot be truly effective. Thus, effective teachers may be defined as those who can demonstrate the ability to bring about intended learning outcomes that enable them to achieve the desired results for their students.

“Teachers in today’s schools can be rewarding but it can also be filled with stress, frustration and little time to take care of oneself (White, 2000). Teachers are “not only teaching specific contents and mentoring in love of learning. But functioning as front line social workers” (Lunesdin, 1998). These increased expectations, along with the negative public perceptions of schools, have contributed to an erosion of teacher’s adjustment.
1.2 ADJUSTMENT

1.2.1 Concept of Adjustment

Adjustment is a commonly used word in everyday life. It is equally popular in the disciplines of Psychology, Sociology and Education. Adjustment and accommodation are needed in all walks of life. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individual’s physiological, psychological or social needs. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage these needs i.e. satisfaction is called adjustment. When the efforts of an individual are successful and satisfying, then it is good adjustment. But, if a person meets frustration in his efforts continuously the personality adjustment may not be proper; then it might be a case of maladjustment.

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

Lazarus (1976) explains, “the psychologist is more concerned with what might be called psychological survival or adjustment rather than psychological concept of adaptation as adjustment to demand”.

Good adjustment is indeed essential so that an individual grows fully and also contributes to the society.

A maladjusted person has frustrations and suffers from conflicts. He is not able to lead a contented life. It is a common place experience that a physically healthy person is less susceptible to disease than a physically weak one. Similarly, a well adjusted person is better able to withstand psychological stress and social pressures than the one who is mal-adjusted. A well adjusted person possesses good mental health and, hence, is able to maintain balance between his biological, psychological and social needs.
1.2.2 Meaning of Adjustment

Many psychologists have given various definitions of the term ‘adjustment’ to clarify the meaning and to help in understanding the concept properly. Some of these definitions stand out to make the concept clear.

According to James Drever (1952) “Adjustment means the modification to compensate for or meet specific conditions”, while Webster (1951) defines adjustment as “The establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like”. Similarly Good (1959) defines adjustment “The process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.” Adjustment, according to Warren’s Dictionary of Psychology means. “Any operation whereby an organism or organ becomes more favourable related to the environment or to the entire situation, environmental and internal. In this way, as per dictionary meanings, adjustment is to be understood as a means ‘to fit’, ‘to make correspondent’, ‘to adapt’, or ‘to accommodate.’ Thus, when one adjusts something, one changes it in some way to make it appropriate to certain requirements, for example, extending a ladder to the right height so it may reach a second storey window. According to Shaffer (1961), “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”. Shaffer’s definition lays stress on needs and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent one’s needs are gratified or are in the way of being gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes, he reduces the quantum of his needs so that he may feel satisfied within the limited resources of his environment. In this way, he tries to keep a balance between his needs and the capacity of realising these needs. As long as this balance is maintained, he remains perfect understanding between one and one’s environment. For example, if an urban girl is married to a rural boy and made to lead a village life, she is to change her behaviour, her habits and her ways of life for accommodating herself in the changed circumstances.
Vonhaller (1970) writes, “We can think of adjustment as psychological survival in much the same as the biologist uses the term adaptation to describe psychological survival”. Vonhaller’s definition takes cue from Darwin’s theory of evolution. Darwin maintained that only those organisms, who are most fitted to adapt to the changing circumstances survive. Therefore, the individuals who are able to adjust themselves in harmony lead a happy life. In this way, adjustment as a psychological term is a new name for the term ‘adaptation’ used in the biological world. In all the senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

1.2.3 Characteristic of the process of Adjustment

Some characteristics of the process of adjustment are well illustrated in these definitions.

i) The adjustment is a process of interaction between individual self and his environment.

ii) The self and the environment are both amenable or changeable.

iii) Adjustment is a continuous process in life. It is not static. It is never complete but attempts to encounter new problems in every-changing life situations.

iv) Adjustment enables the person to satisfy his needs, maintain harmony with the environment.

v) Adjustment behaviour is determined by social and cultural values.

vi) Adjustment pattern (response) is unique for individuals, depending upon their personality.

vii) Adjustment gives strength and ability to bring desirable changes in the conditions of one’s environment.

1.2.4 The Process of Adjustment

The psychological study of personal adjustment is an examination of the process by which people fulfil their needs and cope with the frustrating situations. An individual behaviour is able to indicate the process and quality of one’s satisfactory adaptations. In general, the process of adjustment involves four main aspects as:
There are certain basic motives in all human beings: Biological, Psychological and Social. Their emergence energizes our behavioural efforts to satisfy them. If the motives are satisfied immediately without any problem, the adjustment is simple. Usually, the needs are not satisfied and are blocked by some obstacles. A person’s physical, not mental abilities, or the social factors might prove such barriers. Individuals make various attempts to win over and reach the goal. One of the results may be that if the obstacle is overcome through his increased effort, the person achieves adjustment. In another situation, the individual revises his plan, changes the goal and succeeds to reach the goal of adjustment. Besides the above two forms of adjustment, there is a third possibility also. A person not able to overcome the obstacle gets frustration. Sometimes, frustration might lead to minor or major personality maladjustment. The efforts which get success in response to particular motives or situations get reinforced and the person adopts them as his pattern of adjustment and habit.

1.2.5 Areas of Adjustment

Obviously, an individual adjustment should consist of personal as well as environmental factors. These two broad aspects of adjustment can further be subdivided into smaller aspects of personal and environmental factors/adjustment, in this way, although seeming to be a global characteristic or quality, may have different aspects or dimensions.

In various attempts of measuring adjustment through inventories and other techniques, these varying aspects have been identified and various tests have been constructed to assess these dimensions. For example, Bell (1958) has taken five areas or dimensions in his Adjustment Inventory i.e., Home, Health, Social, Emotional and Occupational. Similarly, Arkoff (1968) in his book, “Adjustment and Mental Health” has suggested family adjustment, school or college adjustment, vocational adjustment and marriage adjustment as important areas of adjustment.
Recently, Joshi and Pandey in their mimeographed research study have given the following 11 areas of dimensions of an individual adjustment in respect of School or College Students i.e. health and physical development, finance living conditions and employment, social and recreational activities, courtship sex and marriage, social and psychological relations, personal psychological relations, moral and religious, home and family, future vocational and education, adjustment to school and college work, curriculum and teaching. In this way, adjustment of a person is based on building harmony between his personal characteristics and the demands of the environment, of which he is a part. Personal and environmental factors work side by side in bringing about this harmony.

1.2.5 Motives in Adjustment

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

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

1.2.6 Thwarting of Motives

The thwarting of non-fulfilment of an aroused motive constitutes an important aspect of the adjustment process. Thwarting may occur in a number of ways. A simple and common type of thwarting is the blocking of an adjustment by a material obstacle or by the opposition of other people. This is often called
frustration; many a time due to man-made thwarting, laws, customs, competitive activities etc. which can also be fixed objectively. The usual response to frustration is an intensification of activity and effort. If the frustrator is a person, an aggressive attack by him is a common action, and this attitude is often shown against inanimate things also.

A second general type of thwarting is conflict. A conflict situation evokes two or more motives, the satisfaction of which is incompatible. An individual cannot fight against his conflict directly, as he can against his simple frustrations. For that reason conflict underlines most instances of futile and maladapted behaviour.

There is relationship between frustration and conflict. The usual first response to frustration is an aggressive attack on the person or thing that causes it. In a child, this aggression may be very direct and obvious and usually meets with punishment. After the connection between aggression and punishment has been learned, the overtly aggressive behaviour may be inhibited and replaced by a fearful and insecure attitude.

The presence of thwarting implies that an individual’s first response to a need is unsuccessful. The subsequent course of his activity is, therefore, to try another response and then another, until some action is discovered that leads to adjustment.

1.2.7 Measurement of Adjustment

Measurement as an instrument of enquiry is now frequently used in behavioural sciences. At a general level of classification, in behavioural science, the following five different types of meaningful techniques are used:

(i) Testing Techniques

These techniques are mostly used in the task of measuring achievement in intelligence and aptitudes of the individuals at the conscious level.

(ii) Projective Techniques

These techniques are used for testing at the non-conscious level.
(iii) **Socio-metric Techniques**

In socio-metric techniques, the members of a group or class are asked to indicate individual’s preferences by some social criterion and as such these techniques are mostly used in studying social relationship adjustment of the individuals.

(iv) **Scaling Techniques**

The techniques of rating, rank order scales and the like are widely used in collecting opinion from the respondents about other persons. These techniques may be therefore, used to assess the personality traits or adjustment of the individuals as understood by the respondent. More often they are used for validating the self-reporting inventories.

(v) **Inventory techniques**

The only techniques that are mostly and effectively used in the area of personality measurement are inventory techniques. Interests, temperaments, attitudes, adjustment and other traits of one’s personality are assessed through the inventories.

1.2.8 **Merits of Measuring Techniques**

In ordinary sense, an inventory is nothing but a self-reporting questionnaire that deals not only with overt behaviour but also with the person’s own feeling about himself, other persons and his environment, resulting from introspection. In this way, with the help of an inventory, one tries together responses of an individual to the various questions as he feels and reacts to them. In the area of measurement of adjustment, the inventory technique is most popular in comparison to other measurement techniques. That is so because the inventory technique has so many advantages over other techniques. Testing techniques can only be used to assess the characteristics of individual at the conscious level while projective techniques only at the unconscious level. The adjustment behaviour, adaptation to the changed circumstances, involves both the conscious as well as unconscious behaviour. Therefore, both of these techniques separately are unable to give a proper assessment of an individual adjustment. Socio-metric techniques help in the measurement of social relationship. They can provide clues for the social adjustment
or mal-adjustment. Social adjustment is only a part of an individual total adjustment. The other aspects of one’s adjustment like physical, mental, emotional, social and occupational are not explored by the socio-metric techniques and therefore, they cannot be safely used for the assessment of an individual’s total adjustment. In scaling techniques, opinions are collected from some other person or persons about the adjustment pattern of a particular individual known to the respondents. Adjustment as a wide phenomenon carries so many things with it that one cannot judge the adjustment pattern of another individual overtly. The inner private world or reactions of an individual cannot be assessed by the scaling techniques.

1.2.9 Measuring Teacher Adjustment

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

1.2.10 Teacher Adjustment: A Vital Necessity

Teacher is a key figure in the life of a nation. For many reasons, he has a unique place in the society. The member of no other profession is so intimately involved in the lives of almost all the people of the community – so involved in the task of improving the community, its economic, political, social and cultural life as is the teacher. Therefore, the adjustment or mal-adjustment of a teacher casts more deepening effect on the community and the nation than that of a member of any other profession. In no other profession, a satisfactory adjustment is as essential as in teaching. The profession demands stability — a capacity to withstand pressures and most important, the skill of working aggression off into channels different from the work situation. In other words, the teacher must learn to keep his aggression and personal difficulties out of the classroom. Actually, the advancement in the field of education very much depends upon the degree of adjustment and satisfaction of those who are in the field and are enhancing the cause of education. It is practically the teacher who is at the pivotal position and is up-holding the task. The fulfillment
of the task depends upon the degree of involvement of the teacher in his work which in turn depends upon the degree of adjustment of the teacher with himself and his own environment. High level of the adjustment of the teacher is directly linked with his efficiency in his work.

According to Blair, Jones and Simpson (1956), “Adjusted teachers do much to bring about pupil adjustment and the converse is also true. Probably, the most satisfactory way of measuring whether or not a class-room is smooth running and effective would be to measure the degree of personal adjustment of the teachers.”

In this way, the fate of the pupil as well as the success or failure of an educational programme hangs on the degree of adjustment of the teacher himself. Continuity and quality of the work is affected favourably when the teacher is well-adjusted. On the other hand, mal-adjustment of a teacher results in mental tension and unrest. As a result, there is very possibility of a teacher missing his class, misbehaving with his students, their parents and his colleagues and officers, shirking his work, complaining about the working conditions and work-load and even misguiding and spoiling his students. Maladjusted teacher is a potential cause of the problem of indiscipline and delinquency among the students. Not only does the quality and quantity of work suffer but also the development of the personality of the children under his charge is badly hampered.

In this way, there, probably is no doubt that the friendly, enthusiastic, secure and well-adjusted teacher can contribute much to the well-being of his pupils. On the other hand, the irritable, depressed, hostile, tired and neurotic teacher can create tensions which may be disturbing to pupils.

### 1.2.11 Characteristics of a Well-Adjusted Teacher

In daily life, a particular teacher may seem to be better adjusted than others. No teacher is well-adjusted in all aspects, as perfect adjustment is only an ideal. There is a fine distinction between adjustment and mal-adjustment, as these lie on a linear continuum. A well-adjusted teacher usually possesses some characteristics in greater degree than the mal-adjusted one. Some of the main characteristics of a well-adjusted teacher are explained below:
(i) **Integration**

Integration means harmonious working of various components of personality. It provides a unifying direction to the behaviour and helps to resolve mental conflicts quickly. A well-adjusted teacher is free from inner conflicts and is, therefore, able to concentrate his energies towards his set goal. He has consistency in his behaviour and personality.

(ii) **Ego –Development**

The ego is known as incharge of the intellectual thinking, learning, reasoning, perception and memory. A well adjusted teacher is the one who has learned to apply his intelligence to effective solution of problems of real life. The highest evidence of successful adjustment is getting along well in the world around, particularly with one’s fellow-beings. A well-adjusted teacher draws lessons from his failures in order to avoid earlier forms of errors. He has the capacity to plan for the success of his goals, for fulfillment of his needs. His behaviour is rationale and realistic. He possesses reasonable enthusiasm for his work and derives satisfaction and pleasure from that. A mentally healthy person possesses a same and constructive philosophy of life, chosen intelligently. It would help him to make decisions in conflicting situations and also enable him to meet his unique personal needs as well as the demands made on him by the society.

(iii) **Self-Knowledge**

Self-knowledge implies taking responsibility for one’s actions and feelings. A healthy adjusted teacher takes independent self-decision and exercises self-control if need be. He has a positive outlook about his self and also about others.

A well-adjusted teacher recognizes and accepts all aspects of the self. It includes his positive as well as negative qualities. He formulates his goals keeping in view his capacities and limitations. If he accepts the realities about himself, his achievement targets will neither be too low nor too high. The mentally healthy teacher is able to fit his abilities to particular tasks in line with his capacities and motives. He does not set his goals far beyond his reach to avoid the doom of failure. He learns to accept unavoidable losses or failures. He tries to drive satisfaction from his work and life.
(iv) Emotional Balance

A well-adjusted teacher has the capacity for self-control as well as ability to express his emotions according to the situations. He enjoys freedom and pleasures in the activities of life. He is free from excessive anxiety, depression, phobia and worry. There is emotional warmth in well-adjusted teacher’s relationships, which are characterized by spontaneity and ease. He does not express his emotions violently and irrationally, but expresses them adequately.

(v) Social Relationships

A well-adjusted teacher lives at ease with other people and enjoys social contacts. He is able to establish rapport with other persons and the people also like him. They do not intend to avoid him. He is not self-centred but careful about the feelings of others. He does not harbour jealousy and hatred for others. He is rather able to give and receive love and affection of his fellow men. Often, the mentally ill teacher has a one-way flow of affection from other people, while he is not capable of enjoying or reciprocating this affection. The individual and society are both complementary and contribute mutually towards the development of each other. Individual growth does not come out of vacuum but through social interactions.

(vi) Adequate Emancipation of the Group Culture

A well adjusted teacher has a unique, distinct and autonomous personality. His self is not submerged or lost in the populist culture. Like Galileo, Christ or Socrates, he may suffer for his district ways of thinking and faith in his search for truth. He contributes to the well-being of the society. But mere disagreement with existing traditions may not mean for him creativity. A normal teacher would not only maintain individuality but also have some degree of tolerance and a sense of proper appreciation of the culture.

(vii) Flexibility in Behaviour

A well-adjusted teacher is not rigid in his behaviour. He is able to adopt himself in the changing circumstances. His insight enables him to have proper view of the changing situations and he modifies his behaviour accordingly. He does not believe in a breaking tendency. He can make adjustment as the occasion demands.
He may be flexible in his behaviour, but not at the cost of self-respect for the profession.

(viii) Ability to be Productive

A well-adjusted teacher is generally productive and happy with his work. He is able to use his abilities in productive and constructive activities, in physical or mental form. He enters into the business of living with a certain mission, zeal and enthusiasm and works hard to earn his livelihood and feel happy. He does not avoid work. Fatigue and nervousness, the most common symptoms of an emotional or neurotic abnormal person, sky at being near a well-adjusted teacher.

(ix) Realistic Perception of the World

A well-adjusted teacher perceives objects and persons in the world around him objectively. He does not regard the world only as he wants it to be. He does not live in unusual fancies or imagination. Mentally ill teachers perceive the world in their subjective terms, expecting it to fit their forms, needs and values. One should try to live in the ground realities of life. A well-adjusted teacher understands the world with an open mind.

(x) Faith in Spiritual Essence

Human personality is multi-dimensional. It manifests the integration of the materialistic forces, the psychic faculties and the spiritualistic essence. Man is much more than his intellectual adventurism. He is also wedded to faith, which, in its genuine form, is the perception of truth according to its capacities. As the capacity of the intellect, so is the perception of the truth and as is the perception of the truth, so is the shaping of the man. Faith conforms enlightenment and contentment. “As is the faith, so is the man”. Thus says the Bhagvad Gita (17-3), “A well-adjusted teacher verily manifests as well as perceives the divine spirit in every form of creation, with man being the acme of all creation.”

1.3 JOB STRESS:

In today’s world, the nature of work is changing at whirlwind speed. Perhaps now more than ever before, job stress possesses a threat to the health of workers and, in turn, to their organization. While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very
complex matter. It is often characterized as a primitive stone-age reaction to modern organizational and social factors known as stressors (Hazards, 1994).

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

To a scientist, stress is any action or situation that places special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological response to such demand is surprisingly uniform, the forms of stress are innumerable, stress may be even but unconscious like the noise of a city or the daily chore of driving the car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone – to businessmen and professors, to mother and their children, to factory workers. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. The latest evidence suggested (Ogden Tanner, 1979). Some stress is necessary to the well being and a lack can be harmful - stress definitely causes some serious ailments - Severe stress makes people accident-prone.

1.3.1 Concept of Stress

Thus, the concept of stress has a very important place in psychology. Stress and coping with stress are not only important from point of view of research but also important from practical implication. Stress is a complex phenomenon. It is very subjective experience. What may be challenge for one 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 stress refers to an internal state, which results from frustrating or unsatisfying conditions. A certain level of stress is unavoidable. Because of its complex nature stress has been studied for many years by researchers in psychology, sociology and medicine.

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

1.3.2 Definitions of Stress:

Defining stress is a very complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about a definition of stress, which is centered around the idea of a perceived imbalance in the interfere between an individual, the environment and other individuals. When people are faced with demands from others or demands from the physical or psycho-social environment to which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping sources of the person, the constraints on the person in trying to cope and the support received from others).

1.3.3 Factors in the perception and experience of stress (Martino, 2000)

Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person’s capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it (McGrath, 1976).

Stress is the term often used to describe distress, fatigue and feelings of not being able to cope. The term stress has been derived from the Latin word ’stringer’
which means to draw tight. The term was used to refer the hardship, strain, adversity or affection. Stress is an integral part of natural fabric of life. It refers both to the circumstances that place physical or psychological demands on an individual and to the emotional reactions experiences in these situations (Hazards, 1994). Although, the adverse effects of stress on physical health and emotional well being are increasingly recognized, there is little agreement among experts on the definition of stress. According Selye (1976), stress is caused by physiological, psychological and environmental demands. When confronted with stressors, the body creates extra energy and stress occurs because our bodies do not use up all of the extra energy that has been created. Selye first described this reaction in 1936 and coined it the General Adapt ion Syndrome (GAS). The GAS includes three distinct stages: a) alarm reaction, b) stage of resistance c) stage of exhaustion. According to Lazaras, (1976): stress occurs when there are demands on the person, which taxes or exceeds his adjustive resources. According to Spielberger, (1979) : the term stress is used to refer to a complex psycho-biological process that consists of three major elements. This process is initiated by a situation or stimulus that is potentially harmful or dangerous stressor. If a stressor is interpreted as dangerous or threatening, an anxiety reaction will be elicited. Thus the definition of stress refers to the following temporal events.

Stressor------------------------Perception of-------------------Anxiety Stage

1.3.4 Temporal Events of Stress.

According to Steinberg and Ritzmann, (1990): Stress can be defined as “an under load or overload of matter, energy or information input to, or output from, a living system.” According to Levine and Ursin, (1991) “Stress is a part of an adaptive biological system, where a state is created when a central processor registers an informational discrepancy.” According to Humpheryt (1992), “In essence, stress can be considered as any factor, acting internally or externally, that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment.” According to Levi, (1996) “Stress is cost by a multitude of demands (Stressors) such an inadequate fit between what we need and what we capable of,
and what our environment offers and what it demands of us.” According to Bernik (1997), “Stress designates the aggression itself leading to discomfort, or the consequences of it. It is our organism’s response to a challenge, be it right or wrong.” According to Bowman (1998), “Stress is the body’s automatic response to any physical or mental demand placed upon it. When pressures are threatening, the body rushes to supply protection by turning on ‘the juices’ and preparing to defend itself. It’s the ‘flight or fight’ response in action.”

### 1.3.5 Occupational Stress

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our Occupations. When a challenge is met, we feel relaxed adolescents and satisfied (NIOSH, 1999).

Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, “a little bit of stress is good for you. Occupational stress is that which derives specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present form other sources,. In today’s typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about Occupational performance. Competition is sharp. There is always someone else ready to” step into one’s shoes” should one be found wanting.

### 1.3.6 Definitions of Occupational Stress

Kyriacou (1987), defines “teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher.”
Okebukola and Jegede (1989), defined occupational stress as “a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment.”

Borg (1990) conceptualizes teacher stress as a negative and potentially harmful to teachers’ health. The key element in the definition is the teacher’s perception of threat based on the following three aspects of his job circumstances. 1. that demands are being made on him 2. that he is unable to meet or has difficulty in meeting these demands. 3. that failure to meet these demands threatens his mental/physical well being.” According to United States National Institute of Occupational Safety and Health, Cincinnati, (1999), Job stress can be defined as “the harmful physical and emotional responses the occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. According to a discussion document presented by United Kingdom Health and Safety Commission, London, (1999), “Stress is the reaction people have to, excessive pressures or other types of demand placed on them. According to Denise Allen, (2002): “Stress is a feeling we experience, when we loose confidence in our capability to cope with a situation. According to European Commission, directorate General for Employment and Social Affairs, (2005).

“The emotional cognitive, behavioral and physiological reaction to aversive and noxious aspects of work, work environments and work organizations. It is a state characterized by high levels of arousal and distress and often by feelings of not coping.”

- **Niosh Approach to Occupational Stress**

On the basis of experience and research, NIOSH favors the view that working conditions play a primary role in causing Occupational stress. However, the role of individual factors is not ignored. According to the NIOSH view, exposure to stressful working conditions (called Occupational stressors) can have a direct influence on worker safety and health. But as shown below, individual and other situational factors can intervene to strengthen or weaken this influence. Theresa’s need to care for her ill mother is an increasingly common example of an individual
or situational factor that may intensify the effects of stressful working conditions. Examples of individual and situational factors that can help to reduce the effects of stressful working conditions include the following:

- Balance between work and family or personal life.
- A support network of friends and coworkers
- A relaxed and positive outlook

- **Cause of Occupational Stress**

Nearly everyone agrees that Occupational stress results from the interaction of the worker and the conditions of work. Views differ, however, on the importance of worker characteristics versus working conditions as the primary cause of Occupational stress. These differing viewpoints are important because they suggest different ways to prevent stress at work. According to one school of thought, differences in individual characteristics such as personality and coping style are most important in predicting whether certain Occupational conditions will result in stress in other words, what is stressful for one person may not be a problem for someone else. This viewpoint leads to prevention strategies that focus on workers and ways to help them cope with demanding Occupational conditions. Although the importance of individual differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. The excessive workload demands and conflicting expectations. Such evidence argues for a greater emphasis on working conditions as the key source of Occupational stress, and for Occupational redesign as a primary prevention strategy.

Work Related Stress; Job stress has been associated with poor mental and physical health. A useful model for understanding how the work environment affects individual health and well-being is provided by (Levi, 1996). In this model there are the following components: 1. Stressors: These are aspects of the working environment that cause stress for the individual. 2. Appraisal: The way a stressor is appraised will vary between individuals depending on such things as personality, customs and attitudes. 3. Stress: Stress is produced when the stressor interacts with the individual’s appraisal of it to induce emotional, behavioral and physiological reactions. Emotional reactions include anxiety, depression, restlessness and fatigue.
Behavioral reactions include increased smoking, over indulgence in food or drink and taking unnecessary risks. Physiological reactions include increased blood pressure, increased or irregular heartbeat, muscular tension and associated pain and heartburn. 4. Disease: The above reactions may result in suffering, illness and death (e.g. through suicide, diseases of the heart and blood vessels, or cancer). This sequence of events may be promoted or counteracted by interacting variables such as coping repertoire, social support, physical environment and nutrition. This process is summarized in figure below.

- **Systems of Work Related Stress**

  Defining a clear link between occupational causes, and the resulting symptoms is much harder for a condition such as stress than is it for a disease such as mesothelioma (which is only caused by exposure to asbestos). Because many of the symptoms of stress are generalized - such as increased anxiety, or irritability - it is easy for them to be ascribed to a characteristics of the worker, rather than to a condition of the work. As we will show, however, there is mounting scientific and medical evidence that certain types of work and work organization do have a measurable, and verifiable impact on the health of workers. The range of symptoms includes the following:

  Physical Symptoms Mental Health Symptoms Psychological Symptoms
  Asthma Irritability Smoking Ulcers Depression Heavy drinking Heart disease Anxiety Eating Disorders Diabetes Burn out Increased sickness Thyroid disorders Withdrawal Low self esteem.

- **Range of Symptoms**

  Some degree of stress is a normal part of life and provides part of the stimulus to learn and grow, without having an adverse effect on health. When stress is intense, continuous or repeated – as is often the case with occupational stress – ill health can result (Hazards 1994). The experience of stress can affect the way individuals think, feel and behave, and can also cause physiological changes. Many of the short and long term illnesses caused by stress can be accounted for by the physiological changes that take place, when the body is placed under stress. From the documented evidence, it is clear that as far as work life is concerned extreme
stress is so aversive to employees that they will try to avoid it by withdrawing psychologically (through disinterest or lack of involvement in the occupation etc.). Excessive stress can destroy the quality of life and also effect family life. Workers under stress are far more likely to have accidents than workers in low stress jobs, and are much more likely to have to take time off work for stress-related sickness. In jobs where work overload is the cause of the stress, the workers find that they have to take time off to deal with the stress, only to return to work to find that the already unmanageable workload has substantially increased in their absence, thereby increasing the source of the stress and fuelling a vicious cycle which may ultimately lead to a complete breakdown in health (Selye, 1976).

Here in this study, as we are concerned with the teachers’ job stress. So now we related all this to a teacher as we all know.

Teacher stress has been of considerable concern for several decades. Researchers have reported that the primary health problem of teachers is stress and that the causes are multiple and complex. Workplace stress has also been found to diminish teachers’ enthusiasm and distance them emotionally from their students, thereby lessening the teacher-student interaction. School reorganization and consolidation in Newfoundland and Labrador has caused the increment downloading of additional duties for teachers and, in their perception, unreasonable demands. The high stress levels of teachers in this province are worrisome and the causes and results of their stress must be identified and reduced.

Also stress and its relationship to “burnout” has been of growing concern and interest to administrators in school settings. Widespread concern with the effects of stress upon those who work in schools is demonstrated by the frequency with which the topic is addressed in current books, educational journals, magazines, and newspapers. Multiple responsibilities and demands have been shown to interfere with the abilities of professional educators to cope with job-related stress. A decrease in job satisfaction and low productivity may be brought on by stress (Fakras, 1982).

As physical health has been shown to be affected by job-related stress so too have the emotions, performance, and attitudes of people. The consequences of these
stress related problems is typically dismissed due to insufficient research. However, more recent efforts indicated that there were significant connections among psychosomatic disorders, changes in psychological make-up of a person and stress. Reports often indicated that poor health and stress were related significantly (Gmelch, 1983).

Boarding school employees are required to cope with various types of problems related to children, so it is important to examine and understand the interplay between individual and organizational sources of stress and stress levels especially regarding factors which affected perceptions of their stress in order to recommend interventions or coping behaviours. Previous research on job-related stress in education has been done on two major samples—teachers and administrators—in public schools.

Since the 1978 reorganization of the Bureau of Indian Affairs, the BIA’s research agenda has been limited. Few studies have been authorized, except for Congressional Task Force studies, in the last twenty years. Rarely has the research on American Indians been conducted by qualified Indian researchers. This research will add to the field research done on American Indian in general and educational practices of the BIA specifically. One of the difficulties often reported in research on American Indians is culturally related. This limitation is mitigated by the fact that the researchers are American Indian and, therefore, are better able to assess the cultural implications of working with population.

1.3 JOB INVOLVEMENT

Level of involvement is directly related to achievement of a goal. There are different aspects of judging levels of job involvement in a job. Job satisfaction is of foremost importance. Job satisfaction is related to the work environment, attitudes of the seniors, relationship with the junior staff and, of course, salary package that an employee gets from the organization in which he or she works.

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

As far as Private Organizations are concerned, situation is very much different than Government Sector. Here an employee has to perform and show positive outcome of his efforts in order to increase his salary and get promotion. In many cases his survival is related to his efficiency in his job. As a result, an employee has to make him involved in his or her job in order to achieve the targets that are given to him. So, the level of job involvement is considerably high in the people working in Private Sector Organizations. Another factor that affects the level of involvement in people is their salary package. If a person thinks that his or her salary is appropriate to the duty he or she is performing, then his or her job involvement will be increased. In the same way, if an organization is not giving enough salary according to the employee’s abilities and needs, then it is natural that he will look for the alternate ways to make both ends meet. This will lower the level of job involvement.

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

As far as Government Sector Schools are concerned, it is observed that the level of involvement among the teachers is not that high as it is in the Private Sector schools. The teachers working here have no pressure to show the outcome of their performance. They only have to go and show their presence during the duty hours. In most cases, their salary package is also more than that of the Private Sector teachers. As a result, the level of job involvement in Public /sector teachers is much low.

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

1.4.1 Job Involvement is an Attitude

The factors that produce job involvement, the effects of greater job involvement generally on workers and particularly on teachers, and the strategies that have been employed by the organizations; it is appropriate to ponder over the nature and definition of job involvement. A detailed study of related literature suggests that job involvement is an attitude.

The working capacity and ability of a worker is judged by the attitudes he or she shows while working in an organization. First of all we have to define different types of attitudes.

1.4.2 What are attitudes?

Definition:

“Attitudes are evaluative statements or judgments concerning objects, people, or events.”
Different components of an attitude:

The related literature points out the following components of an attitude.

- **Cognitive component** of an attitude is the opinion or belief segment of an attitude.

- **Affective component** is the emotion or feeling segment of an attitude.

- **Behavioural component** of an attitude is an intention to behave in a certain way toward someone or something.

The most important types of attitudes that are observed are; Job satisfaction, job involvement and Organizational Commitment. These attitudes are interrelated and interdependent. The types of attitudes are defined as under:

1.4.3 Types of Attitudes

**Job satisfaction**

- A collection of positive and/or negative feelings that an individual holds towards his or her job.

**Job Involvement**

- Identifying with the job, actively participating in it, and considering performance important to self-worth.

**Organizational Commitment**

Identifying with a particular organization and its goals, and wishing to maintain membership in the organization.

**Job Involvement**

Hence job involvement is one of the attitudes that are required for the ideal working of an organization and for the achievement of the desired goals. Interest in the concept of job involvement has grown in recent years, beyond its value as an index of the quality of work life (Cherns & Davis, 1975), because of the concept’s fundamental importance to the understanding of work behaviours like turnover, tardiness, and absenteeism (Blau, 1986; Mathieu & Koehler, 1990). Job involvement has been variously conceptualized in the literature as (a) the degree to which one is actively participating in one’s job (b) the degree of importance of one’s job to one’s self image (Lawler & Hall, 1970), and (c) the extent to which one’s self-esteem is affected by one’s perceived level of performance (Gurin, Veroff, & Feld, 1960). Of
the three conceptualizations, Blau (1985) reported that only the self-image-job involvement conceptualized here as the degree to which one psychologically identifies with one’s job (Kanungo, 1982a, b) and therefore, one’s motivational orientation to the job.

As job involvement is the major concern of this research, hence the researchers have sorted out other definitions of job involvement also.

**Definitions:**

(i) The degree to which an employee identifies with his job, actively participates in it, and considers his job performance important to his self-worth.

(ii) Job involvement is also defined as “psychological identification with a job” (Kanungo, 1982).

(iii) Job involvement is the ability of feeling strong association with the job and its environment and to improve continuously one’s competence according to one’s worth (Self).

Employee involvement is perceived to be a ‘softer’ form of participation, to imply a commonality of interest between employees and management, and stresses that involvement should be directed at the workforce as a whole and not restricted to trade union channels. As Guest states, involvement is considered to be more flexible and better geared to the goal of securing commitment and shared interest.

The process of employee involvement should provide employees with the opportunity to influence and, wherever possible, take part in decision making on matters which affects their working lives. The most prevalent classification is that which differentiates direct from indirect participation. The term ‘direct’ is used to refer to those forms of participation where individual employees, albeit often in a very limited way, are involved in the decision-making process that affects their everyday work routines. Direct participation, such as briefing groups or the creation of new work organization arrangements (self-managed teams), is viewed as a device to increase labour productivity and implicitly to improve job involvement.

**1.4.4 Job Involvement on Performance:**

Since the 1940s, numerous studies have been conducted to quantify the effects of Employee Involvement techniques on individual and organizational
performance. Although a majority of studies do show a positive effect, the effects tend to be modest and some writers remain skeptical. Some researchers question whether the techniques associated with the ‘new teaching relations’ have made much impact on ‘them and us’ attitudes in teaching. To summarize, the results of over fifty research studies on teachers involvement and found that ‘What a majority of studies do show a positive impact, the effects frequently vary, and a number of studies have found no effect.

- **Job Involvement and Inter-role Conflict**
  
  Because most people have multiple roles, such as parent and teacher, inter-role conflict is an important issue. Yet, little is known about inter-role conflict and how it might be related to job characteristics such as involvement.

  Inter-role conflict is usually defined as the conflicts between the expectations of roles enacted by one person. However, most surveys only measure it in terms of time pressures (e.g. Kopelman, Greehaus & Conolly, 1983), or the interference of working hours with other roles (e.g. Hicks & Klimoski, 1981).

- **Inter-role Conflict**

  Inter-role conflict is usually defined as “incompatibility between the role expectations of different roles” (Frone & Rice, 1987). For example, Greenhaus and Beutell (1985) defined inter-role conflict as “a form of role conflict in which the sets of opposing pressures arise from participation in different roles… when pressures arising in one role are incompatible with pressures arising in another role.” Sarbin and Allen (1968) wrote that inter-role conflict was “due to simultaneous occupancy of two or more positions having incompatible role expectations.”

- **Time and Attention as Moderators**

  Frone and Rice (1987) suggested job involvement may increase role pressures and cause people to spend more time and attention being spent on the role, causing difficulties in filling the expectations of other roles. As we will see in case of teachers both would increase inter-role conflict. Their research supported the idea that job involvement, by increasing time and attention devoted to the job, would increase inter-role conflict for those with demanding roles. Others have also found
that job involvement was related to off-work time devoted to the job (Greenhaus, Parasuraman, Granrose, Rabinowitz, and Beutell, 1989, Wiener & Gechman, 1977), and that time devoted to the job was related to inter-role conflict (Crandall, 1992).

- **Segmentation as a Moderator**

  Goode (1960) and Merton (1957) wrote that people may reduce their interrole conflict by using role-segmentation, defined as “assigning each set of role-demands to different situations” (Merton, 1957) Segmentation can also be described as segregating “roles in time and space (to avoid having to choose between incompatible demands)” (Thoits, 1987). If a person uses segmentation, roles will not seem to conflict with each other, because each role is confined to a certain situation. Role segregation (Sarbin & Allen, 1968) is a similar construct.

  Job involvement is defined as a state of identification with work (Kanungo, 1982). Therefore, if one has high job involvement, the job becomes part of one’s identity. If identity crosses situational boundaries, the job role of a person with high job involvement will also cross situational boundaries. If this is the case, then job involvement reduces segmentation of the job role. Therefore, as job involvement increases, the potential for segmentation may decrease; and as segmentation decreases, inter-role conflict may rise.

  The assumptions of this explanation are that most people use segmentation; that no replacement for segmentation will be used; and that identifying with a role will cause it to generalize across situations.

  Based on this, one may test two questions: whether job involvement is negatively related to segmentation, and whether segmentation is negatively related to inter-role conflict.

  Segmentation and attention devoted to the job are conceptually related. Segmentation is, essentially, the ability to pay attention to roles only when appropriate or necessary. Therefore, a further question may be asked: whether attention to the job has a unique contribution to the variance in inter-role conflict when segmentation is in the equation.
• **Relationship between Burnout and Job Involvement**

  Burnout is a severe psychological and physical syndrome that occurs in response to prolonged stress at work. It commonly occurs among employees who are unable to cope with extensive demands on their energy, time, and resources and among employees whose work requires contact with people. Researchers have found that burnout brings enormous costs to both organizations and individuals because it negatively impacts employees’ job attitudes and leads to undesirable behaviour, such as lower job involvement, reduced task performance, and increased turnover intentions.

  A growing literature has demonstrated the link between burnout and task performance. Cordes and Dougherty proposed that burnout would lead to negative employee attitudes or behaviour toward customers, work, and the organization (e.g., diminished service quality, reduced degree of job involvement, or increased absenteeism, turnover, and decreased task performance).

• **Job Circumstances**

  Job circumstances comprise the second part of the external moderating influences on the job commitment process proposed by Chusmir (1982). Variables in this antecedent set are work challenge, leader behaviour, job satisfaction, organizational support, and role ambiguity. Work challenge has been reported to correlate significantly with job commitment (Buchanan, 1974; Sekaran & Mowday, 1981). Although leader behaviour has been shown to have a wrong relationship with job involvement (McKinley and Sekaran, 1977), Hollenbeck et al. (1982) contend that because leader behaviour has been shown to affect variables related to job involvement directly, this line of research should not be abandoned. Job satisfaction has been consistently reported to be strongly related to job commitment (Chusmir, 1986; Mortimer & Lorence, 1989), though the relationship may be reciprocal (Hollenbeck et al., 1982). Organizational support has not been specifically investigated as a determinant of job commitment. However, previous studies have reported a significant positive relationship between conceptually similar terms like career facilitation (Dena, Ferris, & Konstans, 1988), training and development (Gaertiner & Nollen, 1989), and organizational commitment. Role ambiguity-job
involvement relationship has not been extensively examined. Blau (1985), reported a non-significant negative relationship between role ambiguity and job involvement. Role ambiguity is included here because of the paucity of studies on the role ambiguity job involvement relationship.

- **Personality Characteristics and Job Circumstances**

  The pattern of antecedents of job involvement for male and female teachers revealed that demographic and family variables had the least effect as determinants. On the other hand, personality characteristics and job circumstances had the most effect. Within these classes of antecedents, work role salience, need for achievement, and job satisfaction were significant predictors for both male and female teachers, while work challenge was significant for male teachers and organizational support for female teachers. Work role salience, which is conceptually similar to Protestant work ethic, has been consistently shown to be a significant positive predictor of job involvement (Hollenbeck et. al., 1982). Regarding need for achievement, Kassner (1981), for example, reported a significant positive correlation between need for achievement and job involvement. Hollenbeck et al. (1982) noted that instead of generalized higher order need strength being related to job involvement, it is specifically need for achievement which positively influences the level of job involvement. As a common significant predictor, the job satisfaction–job involvement relationship, is consistent with previous findings (Chusmier, 1986; Mortimer & Lorence, 1989), though the relationship is said to be reciprocal (Hollenbeck et al., 1982). Mortimer and Lorence (1989) explained that job satisfaction enhances job involvement because job satisfaction stimulates greater involvement with the job, in that satisfaction with the job enhances the importance of the work identity. The negative impact of initiating structure on job involvement implies that our simple of female teachers prefer some autonomy in the discharge of their responsibilities and that enhances their job involvement. The significance of work challenge as a predictor of job involvement for male teachers is consistent with previous studies that have shown that job/work challenge correlates highly with job involvement, even after controlling for other variance (Buchanan, 1974; Sekaran & Mowday, 1981). Perhaps a challenging job not only provides an opportunity to use
one’s skills, but also satisfies one’s need for achievement, which in turn translates into a higher level of job involvement. The finding that together, personality characteristics and job circumstances had the most effect on job involvement provides support for Kanungo’s (1982b) finding, that job involvement is affected more by proximal than distal antecedents like demographic variables.

- **The Effect of Teacher Empowerment on their Job Involvement**
  Teacher empowerment in many schools has expanded the role and involvement of teachers in planning and decision making regarding school goals and policies (Blasé and Blasé 1994; Blasé et al. 1995; Glickman 1993; Sprague 1992). This form of empowerment is what Conger and Kanungo (1988) refer to as relational power. In this context, power involves the formal authority or control over organizational resources, and empowerment is the process of sharing that power. Among educators, the belief is widely held that the more teachers share in decision making the greater their job satisfaction.

- **Negative Impact of Empowerment on Job Involvement**
  Some research, however, reports that shared decision making can have serious negative outcomes on the lives of both principals and teachers. For example, Short and Rinehart found that as teacher “involvement in school decision making increases the opportunities for conflict increase due to disclosure of ideologies and perceptions that usually are not disclosed in the traditional school structure”. As teachers are more involved in critical decisions concerning the direction of the school and as they have more autonomy and input, their communication becomes more complex and may be a source of demotivation and job stress. In this sense, empowerment efforts that are based on shared power may have a negative influence on the lives of teachers.

- **The effect of Personal Power and Motivation on Job Involvement**
  Another form of empowerment discussed in the literature centers on an individual’s sense of personal power and motivation. An expert described teacher empowerment from this perspective. He viewed teacher empowerment as a major way “to make (teachers) more professional and to improve their performance.” The power is “the power to exercise one’s craft with confidence and to help shape the
way that the job is to be done.” It is proposed that personal power needs are met when individuals “perceive that they have power or when they believe they can adequately cope with events, situations, and/or people they confront”. Personal power, according to, emerges from choices one gets to make and from events in the environment. A research has shown this sort of empowerment to be correlated positively with job satisfaction and negatively with job stress. In this sense, a high level of intrinsic empowerment is associated in a positive way with the lives of employees in the workplace.

- **Empowerment of Teachers Enhances Job Involvement of Teachers Having Leadership Qualities**

  Several authors have theorized that leadership plays an important role in creating an empowering environment, one that is positive and motivating, one that promotes self-determination and self-efficacy. According to Vogt and Murrell, leaders can nurture intrinsic empowerment in the workplace by encouraging and establishing positive, collaborative relationships and by facilitating decision making that enhances both personal and organizational growth. Nurturing intrinsic empowerment in the school setting may minimizes negative outcomes associated with shared decision making.

- **How to Make Teacher Involve in Their Job**

  Teachers can be made involved by adopting the following strategies. Teachers and education support staff can:

  i) be involved in the school policy development and planning
  ii) help school leadership choose an organization structure that meets the needs of the students – school-within a school, scheduling changes, and smaller teaching units.
  iii) Work with the local Association to bargain or lobby for policies that decentralize power and create more flexibility.
  iv) Work with the local Association to bargain or lobby for policies that ensure additional planning and collaboration time
  v) Help school leadership develop a systematic program to ensure safety and order.
vi) Help school leadership and the local Association identify qualified staff.

1.5 JOB SATISFACTION

1.5.1 What is Job?

Work is one of the most absorbing things, which a man can think and talk about. Work may be defined as “An activity that produces something of value for the other people”, John (1993). When the work is of some specific task, then we use the word “Job”. It means a single activity which keeps find satisfaction in work where as some others dislike it. The most general definition on term ‘Job’ is given in the Coline English Dictionary (1980) is a peace of work. Burher (1986) define a ‘Job’ a complex of inter relationship of tasks, rules, responsibilities, interaction, incentives and rewards.

1.5.2 Satisfaction

It is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. Satisfaction may be defined as the extent to which the reward really received, meets or exceeds the perceived equitable reward. To the scale of degree, the equitable reward is less than the actual reward. Therefore, the equitable reward provides dissatisfaction where as the actual reward provides satisfaction.

1.5.3 Concepts of Job Satisfaction

The concept of ‘job-satisfaction’ has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. When there is satisfaction in job, work is done with great care and sincerity “Job-satisfaction is the whole matrix of job factors that make a person like work situation and be willing to lead for it without distaste at the beginning of this work day.” Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be made a vehicle for the achievement of a higher end. Undoubtedly, it can be said that the job satisfaction is widely accepted psychological aspect of effective functioning in any profession. However, a more comprehensive approach requires that many additional factors such as employer’s age, health, temperament, desires and level of aspiration, family relationship, social status,
recreational out-lets, activity in organizations etc. should be considered. Those who are satisfied with their firms and their work are called ideally adjusted. Job-satisfaction gives happiness, efficiency and success in one’s professional-activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfillment of the set goal.

Every profession has got certain aspects conducted for job satisfaction and at the same time other aspects leads to dissatisfaction. The nation’s well being depend upon teachers well being. The teachers are the custodians of our future. But it is very sad to note that the profession of teaching is losing its charm, day by day and there appears wide dissatisfaction in the teaching profession in India. All the tributes of “nation-builder”, “kings maker”, “noble soul” and the like which are paid to the person of the teacher have become nothing more than high sounded words, which sound much, but mean almost nothing. Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factor such as salary, service condition, advancement opportunities and other benefits. In this case of job satisfaction of physical education and other teachers, there are certain other factors also which are more.

Teaching profession, now-a-days also attract intelligent and talented men and women. The teachers, in young age, are not satisfied because of unhappy condition of service, inadequacy of pre-service guidance, lack of in service training, absence of comparable benefits and privileges apart from limited opportunities for social advancement and professional growth. In this difficult situation teachers are not able to maintain their high standard. For the purpose various, education commission and several educationists have emphasized on the necessity of improving the status, salaries, service conditions etc. of the teachers.

The major factors of the job satisfaction of teacher in India are:

- Infrastructural facilities
- Physical facilities
- Salary, Service Conditions and Promotion.
- Institutional Plans and Policies
- Relationship with coworker.
Social Status and Family Welfare.

1.5.5 Meaning of Job Satisfaction

Job satisfaction is the combination of two words “Job’ and “Satisfaction”. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to the way one feels about events, people and things. According to Oxford Dictionary, “Job is small definite piece of work done in a way of one’s special occupation.” Job satisfaction as like as physical and mental satisfaction is inherent in human characters. It is closely related with the maintenance of the right spirit in one’s work. In this way, there is a dignified positive co-relation between the extent of job satisfaction and the interest of an employee in his work. When the job satisfaction is higher in one’s mind, then the chances of one’s putting heart and soul with one’s single minded devotion is greater and fairer and than the person draws undivided attention to give perfection to the task. Job satisfaction may be predicted due to the presence of a variable in the work, and this situation leads him to satisfaction. But the absence of a variable in the work situation will result dissatisfaction.

It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivations and interest in work, when work becomes interesting, the worker gets pleasure for work. More especially, the personal pleasure that the worker gets from a job of his choice gives him tremendous psychological satisfaction. It is probably the major aim of every worker to get maximum satisfaction from his job. Employers feel equally that pleasure in job enhances production and mental satisfaction. According to Tiffin and McCormick (1971), “The satisfaction which people experience in the jobs is in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value system.” Those jobs that provide the worker a chance to fulfill his interests and aptitudes, give him satisfaction and pleasure. Natural interest in jobs of his choice motivates him for efficient and qualitative performance.

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

1.5.6 Definitions of Job Satisfaction

The term “Job Satisfaction” has been described by different psychologist in different ways.

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

Pistonjee (1973) defined job-satisfaction as the summation of employee’s feelings in four important areas-two of these are job and management, which are directly concerned with job and remaining two social relation and personal adjustment which are not directly connected with job, but which are presumed to have a bearing on job-satisfaction.

According to Locke (1975), job-satisfaction and dissatisfaction are a function of perceived relationship between what one expected and obtains from one’s job and how much importance or value is attributes to it.

Blum, M.L. (1956), “Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general.”

Simpla, D. (1974), “Job satisfaction refers or covers the satisfaction derived from being engaged in work or any pursuit of a high order.”

Crites (1969), “If it is over, all job in which the individual is presently employed, then the concept would be job satisfaction.”

Harrell (1964), “Job satisfaction derived from and is caused by many inter-related factors.”

Hoppock, R. (1935), “Any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say : I am satisfied with my job.”
Robbins (1983), “Job satisfaction refers to an individual’s general attitude towards his or her job. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job hold a negative attitude about the job.”

Dewis, et al. (1968), “Job satisfaction is a function of the correspondeents between the reinforcer system of the environment and the individual’s need.”

Schaffer (1957), “Job satisfaction is primarily based up on the satisfaction of needs. The stronger the need, the more closely will be a job satisfaction dependents on its gratifications.”

Ginzberg, et al. (1951), identified three different types of satisfaction in work. First there are intrinsic satisfaction which comes from engaging in work activity and sense of accomplishment which is experienced from meeting social standards of success and personal realization of abilities. Second, there are concomitant satisfaction which are associated with physical and psychological condition of a person’s work. Third, there are the extrinsic satisfaction which are the tangible rewards of work i.e. pay, bonus etc.

According to Smith, Kendall and Halpin, “Job satisfaction as feelings of effective responses to workers work situations. It can also be defined in terms of visualization, preparation and actualization.”

According to Teffin and McCormick (1971), “The satisfaction which people experience in their jobs is in large part the consequence of the extent to which the various aspects of their work situations tend to be relevant to their job related value system.”

Thus, from all these definitions, it can be concluded that job-satisfaction is the result of various attitudes possessed by an employee. It will not be exaggeration to comment that job remains to be the main source of satisfaction and dissatisfaction in one’s life. In a narrow sense, job-satisfaction is related to specific factors, such as wages, supervision, steadiness of employment, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer and other similar items.
It means that job satisfaction has inter-related factor viz. academic environment, job security, job status, utilization, advancement, promotions, ability, recognition, achievement, independence, responsibility, work itself, job salary, reaction with superior, relation with co-workers, supervision, interpersonal reactions, peers, personal life, working conditions and department policies and practices. The effectiveness of any educational system depends to a large extent on the job satisfaction of the teacher. Job satisfaction is influenced by a multitude of variables. Satisfaction is helpful in the development of a positive attitude in man’s life. A man can not remain physically fit, mentally, healthy, emotionally stable and social well adjusted if he is not satisfied with his work and work place. He should be capable of recognizing the potentialities of the students. He must have a genuine love and consideration for students without making a bias for it.

1.5.6 General Factors Effecting Teachers’ Job Satisfaction

• **Relationship with education administration**
  Producer, responsiveness, work system, trust, job security, interference, underperforming teachers, appreciation, respect, technology and training, these sub-themes included the factors affecting the job satisfaction of teachers at their working place.

• **Morale**
  Appreciation, respect, decision making, recognition, honour, promotion, responsiveness, job security, trust, support and salary, these sub-themes include the factors affecting the job satisfaction of a teacher.

• **College environment**
  Financial resources, rented building, college cleaning, college maintenance, college premises, shortage of administrative staff and expenses paid by principal, these sub-themes included the factors affecting the satisfaction of teachers.

• **Relationships with students and parents**
  Relationships with students, relationships with parents, student’s achievement, assessment, regulation of students perseverance and behaviour, participation in parents council and college socioeconomic background, these sub-themes include the factors affecting the job satisfaction of teachers.
Principal’s authority

Principal’s attitudes regarding their authority, authority related to students, authority related to teachers, authority related to deputy principal and authority of controlling salaries of staff, these sub-themes include the factors affecting the job satisfaction of teachers.

Relationship with teachers

Teacher’s performance, commitment, moving teachers, teacher’s compatibility and teacher’s professional development, these sub-themes include the factors affecting job satisfaction of teachers.

Happily in India; the salary structure and the working conditions of the teachers have recently been revised and improved and consequently a general ‘plan’ and an improvement in the quality of teaching have been noticed. But the condition is very vital in private sector likewise in private colleges. Yet efforts are being made to improve the condition of the teachers.

In fact, a positive and healthy school culture translates into increased teacher job satisfaction and productivity. School culture is a concept that came from the corporate workplace in hopes that it would improve the learning environment and increase productivity in schools, just as a positive climate or work environment does in the workplace. School culture includes the values and beliefs, traditions and myths, as the members of the school community understand them. This “culture” often affects what people within the school community think, and how they act (Stolp, 1994). It includes those aspects of school that people believe to be what Ellsberry (1999) called “quintessential strengths that give the school uniqueness”. It is about attitudes, opinions and beliefs, where perception becomes reality, or “truth is a function of one’s point of view” (Ellsberry, 1999). School culture becomes significant to job satisfaction because commonly held visions or beliefs, coupled with a positive environment, carry with them the energy for success.

Realizing the impact school culture has on teacher attitudes and morale, Hart, Wearing, and Cohn (2000) created an instrument to access organizational factors relating to school culture. Eleven such factors were identified to be assessed; appraisal and recognition, curriculum coordination, effective discipline policy,
excessive work demands, goal congruence, participative decision-making, professional growth, professional interaction, role clarity, student orientation, and supportive leadership. Managing an appropriate balance of these factors appears to be a key to creating and maintaining a positive environment. The workplace conditions had a positive relationship with a teacher’s job satisfaction. Stolp (1994) indicated the school culture correlated directly with teacher attitudes about their work and that stronger cultures had more motivated teachers who experienced higher job satisfaction and increased productivity.

In the last decade there has been a great deal of rhetoric and some movement in the areas of site-based management in the school setting. Teacher autonomy has been shown to impact job satisfaction. Pirie and Baker (1997) found that teachers with greater autonomy showed higher levels of job satisfaction than those with less autonomy, and suggested that school districts that are able to increase teachers’ control over their classrooms and other school decisions stand to increase the long-term job satisfaction of its staff members. Empowering teachers and including them in the decision-making process can be a productive tool that appears to influence the school culture in a positive way.

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

Davis and Wilson (2000) stated: “job satisfaction is clearly related to levels of intrinsic empowerment.”
Research seems to indicate that extrinsic factors surrounding the job including things like salary, fringe benefits, school safety, level of support by administration, and job security, do not significantly impact the level of job satisfaction of teachers (Baughman, 1996). “Very few teachers enter the profession because of external rewards such as salary benefits, or prestige” (Perie & Baker, 1997). Many teachers enter the profession because they enjoy working with children. While extrinsic factors do not strongly impact the level of job satisfaction for teachers, there is a connection. Absence of these factors, or a deficiency in the level of these factors is often associated with job dissatisfaction (Johnson & Johnson, 1999), and no doubt effects attitudes surrounding the work environment. Extrinsic factors ultimately affect staff morale and teacher productivity.

Job satisfaction is critical to teacher commitment and school effectiveness, and actions by school administrators create distinct environments that are highly predictive of the level of job satisfaction for the teaching staff. Charismatic and supportive school leadership which creates an environment focused on academic excellence, provides a positive role model, and allows teachers to focus on teaching rather than bureaucratic rules and procedures, are factors that contribute to a productive environment. Teacher satisfaction is a pivotal link in the chain of education reform. Teacher satisfaction influences job performance, attrition, and ultimately, student performance.

- **Teacher Morale**

  Morale is a feeling or state of mind, a mental or emotional attitude centered about one’s work. A level of well being that individuals or groups experience in reference to their work. Evans (1992) has described morale as the extent to which an individuals needs are satisfied and how that individual perceives the satisfaction relates to his total job satisfaction. Evans goes on to explain that while morale and satisfaction are connected they are not one in the same. While it is possible to have high morale when you are dissatisfied with your job satisfaction, but are working to improve it, high levels of morale are depended on achieving high levels of job satisfaction. Morale is built with job satisfaction, commitment, enthusiasm, and a sense of common purpose. When a healthy school environment exists and teacher
morale is high, “teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs” (Hoy and Miskel cited in Lumsden, 1998). There is no doubt that teacher morale is important and that it helps to create an environment that is conducive to learning.

Despite its importance, White (2000) has encountered many teachers who have experienced problems with morale; she indicated low morale is a problem in many schools today. One possible cause for this problem is that education is an institution i.e. in transition considering the current level of attention afforded public education in this country. According to Briggs and Richardson (1992), change can be threatening as it “is usually in direct conflict with the most stabilizing characteristics of habit, status, tradition, and experience.” they go on to indicate that low teacher morale may be the direct result of sweeping changes, for while change is inevitable, it should be evolutionary rather than revolutionary. Teachers, who probably suffer the greatest anxiety, are not the ones that initiated the change, but will be the ones most affected by it.

Expectations placed on teachers seem to be growing exponentially and is another possible cause for morale problems. Teachers are expected to perform many duties in order to meet the needs of students that may have little if anything to do with teaching the curriculum. These extra duties often cause feelings of frustration for teachers, or a feeling of being overwhelmed as they attempt to “do it all”.

Schools mirror society; they do not operate in a vacuum, and so must deal with the same social problems that exist throughout our country. Many students come from single parent households, or homes where both parents work. The increased demand on time parents spend at work in order to make ends meet have contributed to a lack of parental involvement at school. This is not to imply that parents are no longer concerned about their children’s performance, only that demands on time have caused some tough choices to be made. According to Weil (1997), schools have assumed many of the roles that have traditionally belonged to parents. As schools create programs to address various problems, they inadvertently obtain a larger portion of the responsibility for raising those children, clouding the division between parent responsibility and the schools responsibility. A short time
ago education was considered a collective effort shared between the schools, the home, and the community. That balance appears to have shifted and although there is an awareness of the problem, there are no simple remedies for it.

“Ironically, the public schools themselves created the situation whereby they have become almost solely responsible for educating young people. When societal problems found their way into the schools, the schools enthusiastically accepted the challenge of managing those problems within existing school framework. But public schools are not designed to address many of the complex problems that have now become their role” (Weil, 1997).

As the public schools increase their level of responsibility, they have discovered that you cannot please everyone, and in the process of attempting to do so, have lowered, or in some cases lost parental, and thus public support. The National Center for Education Statistics in a 1997 report found a strong correlation between schools with strong parental support and teacher job satisfaction.

The importance placed on education at home, or parental influence on performing well in school cannot be over emphasized. Parents need to take an active role in the education of their children. While many parents are concerned about their children’s performance, there are situations where, for whatever reason, there is a lack of direct influence. In one recent study, Shann (1998) found that parent teacher relationship were rated by teachers on par with student achievement, administrative support, and curriculum in the schools in terms of importance, while teacher satisfaction with this item ranked near the bottom. She gave the following example as a typical teachers’ response from her interviews: “when I have parental support here, it works…the problem is parents who do not support their kids going to school.” Schools need to find creative ways to reach out to parents in order to foster their participation in the education process (Ascher, 1988). Schools tend to benefit from parents that are involved not only from improved student performance, but as Becher (1986) found, involved parents tended to have more positive attitudes about school and school personnel than uninvolved parents.
1.6 SIGNIFICANCE OF THE PROBLEM

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

1.7 STATEMENT OF THE PROBLEM

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

1.8 OPERATIONAL DEFINITIONS OF TERMS USED:

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

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

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

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

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

(iv) Job Satisfaction: Job satisfaction is the result of various attitudes the person holds towards the job, towards related factors and towards life. Job satisfaction is a generalised attitude, resulting from many specific attitudes in three areas: (i) specific job factors (ii) Individual adjustments and (iii) Group relationships.
Bullock (1952), defined job-satisfaction as an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with job.

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

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

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

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

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

1.9 OBJECTIVES OF THE STUDY

O₁ Relationship between adjustment and job stress
   O₁₁ To see the relationship between adjustment and job stress of secondary school teachers.
   O₁₂ To see the relationship between adjustment and job stress of male secondary school teachers.
   O₁₃ To see the relationship between adjustment and job stress of female secondary school teachers.

O₂ Relationship between adjustment and job involvement
   O₂₁ To see the relationship between adjustment and job involvement of secondary school teachers.
O2.2 To see the relationship between adjustment and job involvement of male secondary school teachers.
O2.3 To see the relationship between adjustment and job involvement of female secondary school teachers.

O3 Relationship between adjustment and job satisfaction
O3.1 To see the relationship between adjustment and job satisfaction of secondary school teachers.
O3.2 To see the relationship between adjustment and job satisfaction of male secondary school teachers.
O3.3 To see the relationship between adjustment and job satisfaction of female secondary school teachers.

O4 To compare the adjustment of secondary school teachers belonging to different types if job stress, job involvement and job satisfaction.
O4.1 To compare the adjustment of secondary school teachers with their high and low level of job stress.
O4.2 To compare the adjustment of secondary school teachers with their high and low level of job involvement.
O4.3 To compare the adjustment of secondary school teachers with their high and low level of job satisfaction.

O5 Comparison of different variables of types of schools
O5.1 To compare the adjustment between teachers of Govt./Govt. aided and private secondary schools.
O5.2 To compare the job stress between teachers of Govt./Govt. aided and private secondary schools.
O5.3 To compare the job involvement between teachers of Govt./Govt. aided and private secondary schools.
O5.4 To compare the job satisfaction between teachers of Govt./Govt. aided and private secondary schools.

O6 Comparison of different variables on the basis of qualification:
O6.1 To compare the adjustment between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed. .
O6.2 To compare the job stress between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed

O6.3 To compare the job involvement between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed

O6.4 To compare the job satisfaction between secondary school teachers having qualification of P.G./B.Ed. and Graduate/B.Ed

O7 Comparison on the basis of age (Below 40 yrs. and above 40 yrs.)

O7.1 To compare the adjustment between secondary schools teachers who are below 40 years and above 40 years of age.

O7.2 To compare the job stress between secondary schools teachers who are below 40 years and above 40 years of age.

O7.3 To compare the job involvement between secondary schools teachers who are below 40 years and above 40 years of age.

O7.4 To compare the job satisfaction between secondary schools teachers who are below 40 years and above 40 years of age.

O8 Comparison on the basis of Experience (Upto 6 yrs. and above 6 yrs.)

O8.1 To compare the adjustment between secondary school teachers having 6 years experience and above 6 years experience.

O8.2 To compare the job stress between secondary school teachers having 6 years experience and above 6 years experience.

O8.3 To compare the job involvement between secondary school teachers having 6 years experience and above 6 years experience.

O8.4 To compare the job satisfaction between secondary school teachers having 6 years experience and above 6 years experience.

O9 Comparison on the basis of subjects.

O9.1 To compare the adjustment between secondary school teachers of Arts and Science subjects.

O9.2 To compare the job stress between secondary school teachers of Arts and Science subjects.

O9.3 To compare the job involvement between secondary school teachers of Arts and Science subjects.
To compare the job satisfaction between secondary school teachers of Arts and Science subjects.

1.10 HYPOTHESES

H₁ Relationship between adjustment and job stress.
H₁.₁ There is no significant relationship between adjustment and job stress of secondary school teachers.
H₁.₂ There is no significant relationship between adjustment and job stress of male secondary school teachers.
H₁.₃ There is no significant relationship between adjustment and job stress of female secondary school teachers.

H₂ Relationship between adjustment and job involvement.
H₂.₁ There is no significant relationship between adjustment and job involvement of secondary school teachers.
H₂.₂ There is no significant relationship between adjustment and job involvement of male secondary school teachers.
H₂.₃ There is no significant relationship between adjustment and job involvement of female secondary school teachers.

H₃ Relationship between adjustment and job satisfaction.
H₃.₁ There is no significant relationship between adjustment and job satisfaction of secondary school teachers.
H₃.₂ There is no significant relationship between adjustment and job satisfaction of male secondary school teachers.
H₃.₃ There is no significant relationship between adjustment and job satisfaction of female secondary school teachers.

H₄ To compare the adjustment of secondary school teachers belonging to different types if job stress, job involvement and job satisfaction.
H₄.₁ There is no significant difference in adjustment of secondary school teachers with their high and low level of job stress.
H₄.₂ There is no significant difference in adjustment of secondary school teachers with their high and low level of job involvement.
H₄.₃ There is no significant difference in adjustment of secondary school teachers with their high and low level of job satisfaction.

H₅ Comparison of types of schools

H₅.₁ There is no significant difference in adjustment between Govt./Govt. aided and private secondary school teachers.

H₅.₂ There is no significant difference in job stress between Govt./Govt. aided and private secondary school teachers.

H₅.₃ There is no significant difference in job involvement between Govt./Govt. aided and private secondary school teachers.

H₅.₄ There is no significant difference in job satisfaction between Govt./Govt. aided and private secondary school teachers.

H₆ Comparison on the basis of qualification

H₆.₁ There is no significant difference in adjustment between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.

H₆.₂ There is no significant difference in job stress between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.

H₆.₃ There is no significant difference in job involvement between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.

H₆.₄ There is no significant difference in job satisfaction between P.G./B.Ed. and Graduate/B.Ed. secondary school teachers.

H₇ Comparison on the basis of age

H₇.₁ There is no significant difference in adjustment between below 40 years and above 40 years secondary school teachers.

H₇.₂ There is no significant difference in job stress between below 40 years and above 40 years secondary school teachers.

H₇.₃ There is no significant difference in job involvement between below 40 years and above 40 years secondary school teachers.

H₇.₄ There is no significant difference in job satisfaction between below 40 years and above 40 years secondary school teachers.

H₈ Comparison on the basis of experience (upto 6 yrs. and above 6 yrs.)
H₈.₁ There is no significant difference in adjustment between 6 years experienced and above 6 years experienced secondary school teachers.

H₈.₂ There is no significant difference in job stress between 6 years experienced and above 6 years experienced secondary school teachers.

H₈.₃ There is no significant difference in job involvement between 6 years experienced and above 6 years experienced secondary school teachers.

H₈.₄ There is no significant difference in job satisfaction between 6 years experienced and above 6 years experienced secondary school teachers.

H₉ Comparison on the basis of subjects

H₉.₁ There is no significant difference in adjustment between Arts and Science subjects secondary school teachers.

H₉.₂ There is no significant difference in job stress between Arts and Science subjects secondary school teachers.

H₉.₃ There is no significant difference in job involvement between Arts and Science subjects secondary school teachers.

H₉.₄ There is no significant difference in job satisfaction between Arts and Science subjects secondary school teachers.

1.11 DELIMITATIONS

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