Chapter-I

Introduction

Before British period, in common parlance, Physical Education was confined to jumping, running, throwing, stretching, etc. The modern concept of Physical Education was influenced by Britishers when the theory propounded by Greek Philosophers about body-mind unity and idea of sound mind in a sound body was recognized. Historically, the Greeks were perhaps the first civilized people who stretched their programme of Physical Education around well defined objectives. Their philosophy and aims of Physical Education were influenced by the ideas of Socrates, Plato and Aristotle. Even today, the ideas serve as the main prop of Physical Education. The theory propounded by Greek philosophers about the body, mind unity is the guiding tenet of philosophy of Physical Education and all curricular planning in Physical Education veers around this. For Plato and Aristotle, "The starting point of all philosophies was the study and training of the human body." Who can deny that existence of man is first physical and that is why all human endeavours begin with and end up with body.

In fact, Physical Education is the combination of two words - Physical and Education. Physical refers to the body. It is often used in reference to various bodily characteristics such as physical strength, physical development, physical prowess, physical health and physical appearance. It refers to body as contrasted to mind. Therefore, when the word Education is added to the word Physical, thus forming phrase Physical Education, it refers to the process
of education that concerns activities which develop and maintain the human body. It conveys the idea of achieving the objective of education through physical activities. Physical Education which is an integral part of total educational process deals with totality of human behaviour which makes man different from other species. Physical Education is not a frill or an ornament tacked on the school or college programme as a means of keeping students busy. It is instead, a vital part of education. Through well directed Physical Education Programs, children develop skills for worthy use of leisure time, engage in activities conducive to healthful living, develop socially and contribute to their physical and mental health. The ultimate aim of education is to develop all round personality of the Individual. Physical activities under the discipline of Physical Education also contribute in achieving this end. Physical Education in the present scientific age, has acquired scientific dimensions. Now, it has become an organized and institutionalised discipline involving much more than merely motor behaviour. From just an appendage to Education it has now become integral part of Education. From extra-curricular activity it developed into co-curricular activity and now it is curricular activity. Now Physical Education is an instrument of raising the health and fitness standards of the society. By developing physical strength, skills for vocational pursuits, character and by providing opportunities for leisure time, it is an active partner in the field of Education. Physical Education is a discipline in academic sense of the term and a profession which contributes to the welfare of the society. Its value and services have widely been accepted and acclaimed. To consider Physical Education as a frill or fad is simply preposterous because Physical Education stands for those policies and practices which through medium of play and
big muscle activity aim at developing harmonious personality of the child.

The importance of participation in Sports and Physical Activities for good health, a high degree fitness, increase in individual productivity and beneficial recreation promoting social harmony and discipline is well established.

Over the decades, the society in general has realized the need for keeping fit and healthy through organized physical activity programs. Scientific evidence from biological sciences has made it clear that unless man engages in organized vigorous physical activity programs, the real benefit would not come.

Not long ago, Physical Education Teachers normally were ex-army personnel. They were just drill masters who worked on and with command. Gradually drill masters were replaced by skill masters. Specialized branches of Sports Sciences and Coaching Methodologies have now come into existence making Physical Education professionally as rich as any other field. The Educationists and policy makers have become alive to the need for providing regular organized programs of Physical Activity to school as well as College going population.

Physical Education Teachers are Playing a number of diverse as well as specialized roles as teachers, officials, organisers and administrators. Teacher of Physical Education has the responsibility to help the student develop skills, master knowledge and acquire attitudes and social qualities that will help the person to become all that he or she is capable of. A Physical Education Teacher plays a double role. Not only does he acquire knowledge from various
sources and disciplines to enrich his mind but he makes use of that knowledge to develop his policies and practices so that the process of teaching learning runs as smoothly as possible. A Physical Education Teacher is as good a scholar of his field as any other scholar in his own field of knowledge. Sports Scientists have ultimately been emerging from the Physical Education Teachers. Physical Educators are not biologists yet they know something of biological principles as they affect human movements; They are not physicists, yet they have to make use of principles of biomechanics and bio-dynamics to improve the techniques of performance; They are not psychologists yet they have to make use of tenets of psychology in preparing Athletes mentally to effect higher standards in performance. The use of experimental method of studying humans in Sports Setting has completely transformed Physical Education. There has been gradual shift from recreation and health objectives to the objectives of optimum performance. The sole aim is to achieve excellence. The rise of Sports Science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology, bio-mechanics is a recent phenomenon, which has emanated out of man's craze and quest for setting new standards. Conducting Physical Classes at school and College level is a ritualistic process of Education but identifying, selecting and grooming genetically endowed and talented people to achieve excellence in Sports Competitions demands not only scientific outlook but also application of systematic and sophisticated research procedures. The artist in Physical Educator must collaborate with the scientist in him in order to cope with the shifting emphasis on diverse activity programme.

By analogy, the Physical Education should be considered as Milk and competitive Sports as the Cream - the end product of milk. As there
is no cream without milk so there shall be no sports without Physical Education. Physical Education is the base on which is built the pyramid of sports activities. Unless Physical Education is broad based and becomes a way of life for the Indian Society, achievements in Sports at International level will remain a distant dream only.

Historically, the revival of Olympic Games in 1896 seems to have given a new perspective to Physical Education and Sports. There was hardly any Sports Scientist during this period to think in terms of Physiological or Psychological Training. Then began the period of Semi-professional approach (1900-1920) when athletes and trainers became somewhat aware of the need for systematic training. The professional approach started after 1920 when professional trainers and systematically trained teachers appeared on the scene. Before that, process and procedures were never debated and discussed in formal manner in Science laboratories. The age of Scientific approach to the training for Sports began in 1940 and the period upto 1960 saw tremendous improvement in policies and practices, methods and methodologies of training. Not only did Physical Education during this period establish itself as a profession but it also drew inspiration from various allied science disciplines, thereby strengthening its foundations both theoretical and practical.

Biologically man was designed to be a vigorously active, physical pursuit animal and not a flabby, sedentary creature. Due to man’s dependence on machines, his muscles are used less and less. The civilized man lost the capacity to physically brave the natural calamities, to protect himself against stronger animals. He compensated the loss of muscle power by devising easier
and surer tricks by which not only he could tame animals much stronger than
him, control the devastating waters and winds, scale the mountains, fly like
birds, float like fish but also forecast things. The transformation has invariably
impinged upon man's special activity which is an elixir of life. The serious
implications of this trend have been expressed thus that man will have to
pay a certain price biologically for using his head and for saving his hands.

Every sphere of life is permeated by the scope of competition which is a
today predominant feature of modern civilization. Life in highly mechanised
society today requires much less exertion than was demanded of our ancestors.

As a result of inactivity, our body is threatened by early deterioration. In recent
years medical research has shown that a great deal of ill health is directly
related to lack of physical activity. Awareness of the fact along with fuller
knowledge of health care is changing lifestyles. Our ancestors did not have
the problems that go with a sedentary life. They had to work hard to survive.

They stayed strong and healthy through continuous vigorous outdoor work
such as chopping, digging, tilling, planting, hunting and all their other daily
activities. But with the advent of Industrial Revolution machines began to do
the work once done by hands. As people became less active, they began
to lose strength and the instinct for natural movement. Machines have obviously
made life easier but have also created serious problems. Instead of walking,
we drive, rather than climb stairs, we use elevators. While once were almost
continuously active, we now spend much of our time sitting. Without daily
physical exercise, our bodies become storehouse of unreleased tensions.

With no outlets for our tensions, our muscles become weak and tight and
we lose touch with our physical nature, with life's energies. Man has moved
away from its natural habitat. His association with snow-capped mountains,
with fauna and flora is almost finished. Industrialization and urbanization have brought about irreparable loss to the vital links with vigorous life. Ecological imbalance has wrought havoc with human health and fitness. Not only physical disease but also psycho-somatic disorders have pushed man to the wall. Life is becoming more hectic but not vigorous. A healthy and fit person is an asset to humanity while an unfit man is curse on himself as well as the society. The healthy, strong and efficient body commands while diseased, sick and weak body demands. Sports Science laboratories are being established. Frequent conferences at National and International level are being held. All this shows how research is being pursued in Physical Education and how theoretical as well as practical aspects of this profession are getting strengthened. Elaborate and strong organizational set-ups at school, College, University, State and National level are coming up fast. A lot of research work is going on in field of Physical Education.

In modern scientific age, responsibilities of Physical Education Teacher have increased manifolds. The expectations of the society and Nation towards Physical Education Teachers are very high in the sense that they are the only leaders who can protect and save general fitness of the sedentary people in the machine age. In proportion to the expectations of the society, the Physical Education Teachers have not been given due place and recognition, consequently, they face lot of problems while carrying out their responsibilities. Bad working conditions, ill maintained play grounds, lack of facilities create impediments in their efficient and smooth functioning. This causes tremendous stress on them while they perform their duties.
The ideals - sportsmanship, fair play, modesty in victory and self control in defeat have been pushed aside and the victory God always reins supreme. Prizes and awards received by Athletes of College are displayed at the most prominent place as a symbol of supremacy. This leads to false prestige and causes serious problems in schools and colleges. The emphasis is not on how you fight but on victory. This poses a serious threat and great challenge to present Physical Education Teachers to establish the process of socialization through games and sports. A Teacher of Physical Education aims at providing opportunities and equip the individual not only to fit into or adjust to a democratic way of living but to accept responsibility within his society. Thus, a Physical Education Teacher is an artist who deals with living ingredients and is responsible for building up character and developing fine moral qualities as well as excellent skills in the youngsters. Respect for rules, fair play, courage, an ability to subordinate the selfish interest of the individual to the welfare of the group, a capacity for team play, and experience in the leadership are important contribution of games.

In the world of strives and struggles, tensions and tant-rums, Physical Education preaches the message of relaxation and recreation. No other profession provides more succour and solace to the ailing humanity than Physical Education. But Physical Education as a profession faces new challenges with the rapid changes taking place in society. The way the profession meets these challenges will effect teachers, students and the community. The world brought close together by rapid communication responds instantaneously to natural disasters, wars, political and social upheavals and a multiplicity of crises. Many social and political problems encountered by world leaders each
day are faced on smaller scale in classroom and play area. Some problems as drug abuse, alcohol abuse, student unrest, crime and poverty, discrimination against women and minority groups, austerity budgets are common problems being faced by Physical Education Teachers.

Therefore, a Physical Education Teacher has to ensure how best his profession can serve the individual and the society. In that sense he is a philosopher for he has to reflect seriously as what is right and what is wrong, what is beneficial and what is harmful, what practices and policies are congruent and which are not, what is sufficient, what is important. Hence, formulation, implementation, criticism and assessment of existing policies, practices and goals have to be ensured by him while executing their job, teachers of Physical Education face a lot of challenges and problems. Some find the job very interesting. There are ample opportunities to use initiative, experience and novelty. For them, the nature of job is found exciting. Work load is not very high. They find head of the institution reasonable. Their salary is adequate. They get cooperation from their colleagues. They are satisfied with opportunities for promotion. But some others have the feelings that they have a heavy work load, that more facilities should be provided, that they have little opportunity to use their abilities, that their progress on the job is not what it should be or could be. Those who are not satisfied with their job have high stress level and are less adjusted.

Though there are number of factors which may be considered important in the discharge of duties and responsibilities by Physical Education Teacher at various levels yet some of them are extremely important. On the
basis of personal experience and related studies the present researcher has considered job stress, job satisfaction and adjustment as some of very important areas to be explored.

**JOB STRESS**

Stress is a complex term with many meanings. Physiologists describe stress as a total body reaction to any situation or agent which tends to destroy the homeostatic balance. Stress is caused by any threat to organism. Disease, trauma, heat, cold, thirst, fatigue, emotional excitement can all be the causes of stress. Stress is a series of complex responses of the Central Nervous System (Brain and spinal cord), Internal nervous system and internal glands of man's body to any unusual stimulation or situation. It is the reaction to physical and emotional wear and tear on the body.

Modern living has brought with it not only innumerable means of comfort but also a plethora of demands that tax man's body and mind. Stress is the awareness of a demand which exceeds the coping ability of an individual. The ability to cope with a stressful situation is the ultimate deciding factor that can free an individual from stressful agents.

If the demands overweigh coping abilities, a state of imbalance develops. The body is burdened with a weight beyond its tolerance capacity. The body is able to bear with a temporary imbalance and bounce back. However, if the situation persists, wear and tear occur on the body as signs of excessive stress, resulting in exhaustion or development of stress related illness. The human body is equipped with indicators of stress. An important sign of stress
is an increase in the heart rate to enable blood to flow to the muscles to prepare them for action. A number of chemicals associated with stress are released to free energy reserves in case they are needed. In short, the body mobilizes its resources for either, "a fight or a flight response". The organs concerned with this response are the adrenal glands lying atop each kidney. Stress is not just what happens to us but how one reacts to what happens to us and this reaction is controlled by our mind and emotions. To deal with any situation under modern days is to be under stress. Positive stress keeps us on our toes and enhances our performance. Positive stress coupled with relaxation is a good method to enhance performance. It is a dynamic force that distinguishes between the active business of living and passive existence.

Paradoxically, there is more freedom in society today than ever before and more opportunities to express one's talent and opinion. Despite this, stress has increased. Stress in modern times tends to be chronic rather than acute. The pace of life is today getting increasingly more and more frenetic in all walks of life. We are running faster and faster just to stay in one place.

Stress becomes negative force when it hampers our ability to work efficiently and relax. Stress is not just a mental or emotional state. It is an important risk factor in causation and progression of heart diseases. Scientific studies have shown that stress increases blood pressure and cholesterol levels. It increases the permeability of arterial walls of cholesterol i.e. arteries absorb more cholesterol. It also decreases good cholesterol (HLD). Chronic stress also leads to increased blood clotting, increase in smoking, drinking and food intake and an increase in irritability and irregular beating of the heart. It is
when we lose the ability to return to baseline - to relax - that stress responses become chronic.

In modern world, students, teachers, employers, employees, masters servants, patients, physicians all seem to be facing this problem called stress.

The famous stress physiologist Hans Selye would have us believe that stress is observed in the entire animal Kingdom. When an animal is faced with stressful situation or challenge, it reacts either by flight (Run away), fright (it frightens the enemy) or fight (it actually, physically fights).

The situation with human being is more complex than the simple "Flight, Fright or fight equation. By virtue of their education, status in society, social responsibilities, human-beings cannot resolve their stressful situations simply by any of the above mentioned avenues used by animals. The closest to an accurate definition of stress that one can think of is, "An alerted state of the mind as a result of the discrepancy between the environmental demands and the individual's capabilities to meet these demands. The demands may be personal, social, cultural or community based. If this phenomenon is repetitive it may result in certain abnormalities in human system.

A stress is the manifestation of one's disturbed state of mind, so its cure lies in providing equilibrium or relaxation of the mind. A certain amount of stress is in fact, essential to push ahead in life. The training of mind should be such that it trains the individual to meet the challenges of stress throughout the day in a productive and useful way by modifying his reactions to these situations in a positive way and not by flight, fright or fight.
Stress occurs when abilities of the person are incongruent with the demands of environment or where clear obstacles exist in fulfilling strong needs or values.

In the age of anxiety, stress is an every day accepted fact of life. Human beings have attained progress in different spheres but they are victims of some known or unknown stress producing factors. These factors are rooted in the biological, psychological and social life space. Modern life characterized by pace, pressure and competition has forced human beings to constantly challenge stressful situation. Stress is a physical or emotional response to threatening, challenging and frightening situations. Stress originates not only from external stimuli but also from the internal emotions, hopes, anxieties and fears. Stress touches upon every walk of life and sphere of action. In our day to day life, we use many examples of people under stress.

We see the stressed mother who tries to keep her children out of trouble, the struggling beggar, who tries to satisfy his hunger, the anxious house wife who aspires to maintain healthy relations with her callous husband, the ambitious student who works hard to keep pace with the age of competition or the perturbed shopkeeper with his constant fear of bankruptcy, and disturbed parents looking out for a suitable match for his daughter. They all are under stress. And a person who is stressed does not worry simply about what is happening but starts imagining what may happen.

HANS SELYE : a Canadian Physician and scholar defined stress as, "state manifested by specific syndrome which consists of all the non-
specifically induced charges within a biologic system or with less precision for the layman as the none specific response of the body to any demand.” He described it in three stages in 1946 (i) Alarm reaction, in which the initial phase of lowered resistance is followed by counter shock, during which individuals's defence mechanism becomes active. (ii) Resistance, the stage of maximum adaptation and generally the successful return to equilibrium. If the stress agent continues or the defence mechanism does not work, the individual will move on to the third stage. (iii) Exhaustion, when adaptive mechanisms collapse.

Lazarus (1966) stated that stress encompasses a whole spectrum of factors (stimulus, response, cognitive appraisal of threat, coping styles, psychological defences and the social milieu).

The condition or state of stress is not merely discomfort, that is increased muscle tension, perspiration, rapid and shallow breathing, increased heart rate, etc. but what is of much greater significance are the possible consequences of this interaction and response - poor health and disease.

Appley and Traumbull (1967) state that psychological stress is elicited by conditions that approach the upper thresholds of tolerability and produce stress of anxiety, tension. Stress produces behaviour that deviates momentarily from the normal behaviour. Behaviour reflects the presence of psychological stress which includes muscular tremors, increased reaction time erratic performance rates, fatigues, etc.
EXEDINE (1968) describes that a high level of excitement interferes with performances involving fine muscle movement, co-ordination, steadiness and concentration.

JOSEPH E. Mc GRATH (1970) has defined stress as the anticipation ability to perceived demand accompanied by anticipation of negative consequences for inadequate responses. According to him, four events must be considered in studying stress.

i) The physical and social environment that places some demand on the individual.

ii) The individual's perception of the demand and the decision about how to respond to it.

iii) The organism's actual response to the perceived demand.

iv) The consequences resulting from the responses.

According to Jitender Mohan (1997) one of the biggest sources of stress is related to impact of urbanization on man. One may call migration from villages to cities as modernization, westernization or even social transformation. It can be explained in terms of shift of political power, centralization and industrialization of economic activity, seeking of employment in new fields, availability of health and educational services and other suitable labels but the fact remains that urbanization implies transiency, specialization, density of population, social mobility and faceless tension, urbanization leads to de-individualization, dehumanization, alienation and above all loneliness."

The 20th century is often referred to as the age of anxiety. These
days when so many advances have been made in eradicating disease, poverty and other problems that have plagued our society, the strains of modern living, i.e. insecurity, worry, unhappiness, etc. have increased and has made mental illness as our number one health problem. Anxiety, tension, strains and other emotional disturbances are the symptoms of psychological stress, which are caused by frustration.

In today’s society more than enough stress comes from organizations which pressurizes coaches, teachers and athletes to become winners. Athletes and trainers increase their own stress level by setting high goals and making unrealistic demands on themselves. Coaches often begin their careers so enthusiastically that they devote all their time to the profession. They feel that they have less than normal social life because they spend their free time at work or alone. The people most susceptible to stress are extremely dedicated, over-achievers who are perfectionists and excessively goal oriented. Many hours are spent planning practices, working on game strategies, preparing the necessary administrative paper work which put them on stress. Often the conditions of facilities or equipments are poor and the Athletic budget may be very below necessary amounts. The trainer (Physical Education teacher) is expected to perform well despite all adversities and same is true with athletes. Trainee and trainer are frequently under the scrutiny of the public. It will be win - loss record that ultimately determines success in the public’s eye.

The teacher of Physical Education is responsible for the health and safety of the athletes. Their adequate supervision is mandatory. Teacher must also work hard to develop the athlete to his fullest academic and athletic
potential. The demands may cause stress. The teacher of Physical Education becomes tired of the continual pressures and feels he is unappreciated. Team's success is often beyond the control of Physical Education teacher but his competence is questioned if he is unsuccessful. He can become the scapegoat for parents, community members, administrators and athletes.

JOB SATISFACTION

Work forms an essential part of human activity. Work is a potent source of need gratification of all types such as physical, security, social and ego needs. Work is a social reality and social expectation to which men seem to conform. This urge to work seems to be deep rooted in most men and work is viewed much more than a means of seeking economic gratification. Most men gratify their needs by working on a job. Work not only provides status to individual but also binds him to the society. Work occupies so much of men's life span, that the satisfaction or dissatisfaction with it could affect the individual considerably in all walks of life.

When an individual comes to work he brings with him certain needs which seem to be associated with the rewards or gratification he is seeking from his work. Individual makes constant efforts to satisfy his physical, social and ego needs through work. By joining an organization, an individual becomes a part of its social system in the same manner as he is the part of social system outside the factory or organization. He wishes to satisfy his needs within the system and makes constant adjustments with social and cultural norms of the organizations. Thus, mutual expectations govern the relationship
between his work and his needs pattern. By working, an individual feels that he is able to satisfy many of his needs as well as achieve the goals of the organization. In this process of seeking adjustment with various socio-psycho-physical conditions of the work environment, the individual feels that he is able to satisfy many of his needs which are of significant importance to him. Thus, he is likely to develop a positive attitude to his job and reveal greater satisfaction with it.

On the surface, it may seem that with growing complexities of industrial society, work is simply a means of earning a living. Work seems to serve many other functions for an individual. An individual's sense of well being, of doing something worthwhile, of having some purpose in life, seems to be associated with his work. The role that work plays in the lives of many can easily be seen in the case of unemployment, not merely because it means loss of money but mostly because of loss of face. To find oneself without function in society, without social connections and hopes rooted in work, is like experiencing the withering away of one's very life. Loss of work is acknowledged by modern psychologists as a toxic, condition demanding for its rehabilitation, special remedies, social as well as psychological.

People work because of satisfactions inherent in working, the sense of creativity, fulfillment, productivity and performing an expected and useful social role.

In addition to feelings about having to work at all, there are attitudes towards the job one holds. Is the job permanent? Is there the ever present
fear of being fired? Is the job temporary? Although there are some individuals who prefer transient work and do not want to be tied down to or by a job, most workers view job security as a highly desirable condition and unions negotiate over this point and protect members from infraction as strongly as they do where salaries are concerned. Not only is permanence a desired condition in its own right, many social welfare programmes such as pensions programmes, unemployment insurance, illness and maternity programmes and so on also figure.

A man's work, says Levinson, "Can be a major social device for his identification as a person". Even though it is realized that job grants certain status, power, dignity and feeling of achievement to the individual yet all men do not feel so strongly about their jobs.

The concept of career is one which evokes a deep fascination among certain sociologists. A career offers opportunities for continuous progress throughout a considerable position of one's life towards the achievement of satisfying vocational goals. Selecting a career is one important step in a young person's life, which requires full knowledge and understanding of one's self, of the career aspect of the intended field and of the qualification for the professional practice in the area. The selection of a career in which the individual is interested and for which he has the aptitude is one way of assuring a satisfying and happy life.

Sociologists have invented alternative meanings. For example, using career as synonym for a set of changing experience within a given role. If
we think of a career as an individual experience, we may chart work histories, enquire about aims and ambitions, elicit same one's feelings about and perceptions of what happened and why?

CARVELLE, states - Man needs to occupy his life with some array of mental and physical activity and certainly work is not the only means of satisfying this need, yet many men spend nearly half of their working hours. The nature and significance of work would be important as an area for study, if only, on the basis that it occupies so much of man's life span.

Job satisfaction is the total body feeling that an individual has about his job. This total body of feelings involves in effect, weighing up the sum total of influences on the job, the nature of the job itself, the pay, the promotion prospects, the nature of supervision and so on. Where sum total of influences gives rise to feelings of satisfaction, the individual is job satisfied, where in total they give rise to feelings of dissatisfaction, the individual is job-dissatisfied. Improving any one of these influences will lead to the direction of job-satisfaction, making less satisfactory any one of the influences will lead to the direction of job dissatisfaction. However, what makes a job satisfying or dissatisfying does not depend only on the nature of job, but on the expectations that individuals have of from their jobs. When a man is satisfied with his work, not only does he alone but also the employer gets benefit. The community profits on the score of individual and the well being of the society in general is improved. Job satisfaction has three aspects viz. (i) job aspect, (ii) Personal aspect, (iii) inter-personal aspect. Job satisfaction is important to the employer, the worker and the community.
A number of social factors play an important role influencing individual's choice of a particular profession or occupation. These include the community background (rural and urban) parents occupation and educational level, income of the family, sex, personality traits of the individual, social status of the family and financial position.

The members of staff are the most important part of a department of Physical Education. Although facilities and equipments are important, it is the human element in the profession, the teachers that determine the professional status of a department. It has been generally observed that if a teacher is hard working, hard task master, amiable, intelligent, co-operative, confident, he produces good results and commands respect among students. He inculcates many qualities among students. Teacher's personality, his physical appearance, his dress, his manners, leadership influence the students. So, good teacher is one who is professionally sound and has the latest up-to-date knowledge. Sometimes facilities are there but teacher is not able to motivate students and facilities are not exploited. Sometimes facilities are very scant but teacher through his motivational skills, hard work, motivates the students and gives good results.

So, job satisfaction has been defined for the purpose of study on the attitude people hold towards their jobs. Positive attitudes towards the job being conceptually equivalent to job satisfaction and negative attitudes towards the job being equivalent to job dissatisfaction.
According to Happock (1935), job satisfaction is any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say; I am satisfied with my job. In the same article he has suggested six factors as major constituents of job satisfaction:

i) The way an individual reacts to an unpleasant situation.
ii) His relative status in the social and economical groups with which he identified himself.
iii) The nature of work in relation to his abilities, interest and preparation.
iv) The facility to which he adjusts him, to other persons.
v) Security.
vi) Loyalty.

According to Poffen Berger (1942), when one is satisfied, he is satisfied all over and when he is dissatisfied, he is dissatisfied all over. Many a businessman's day can be spoiled because of mislaid morning newspaper or broken shoe lace and many an industrial worker's day can be made a failure through jealousy, headache or family quarrel or a sick child as readily as it can be by an overbearing boss, a monotonous kind of work, a poorly adjusted work bench. It would seem, therefore, that efficiency would demand a surveillance of 24 hours of each day, once named by neurologist the biological working day."

Hackman and Lawler (1971) found that only those individuals who had high needs of fulfillment on the job are satisfied by having a job which provides the opportunities for such needs to be fulfilled. Satisfaction occurs
when the job fulfils what the values are. Those proposing an expectancy theory usually regard over-all job-satisfaction as a function of satisfaction with various elements of the job. In contrast to this approach is the view that factors causing satisfaction and dissatisfaction have separate and distinct causes. Factors associated with the individual's needs for psychological growth contribute job satisfaction. Such factors include the intrinsic nature of the job and achievement. On the other hand, factors associated with job context such as pay, and supervision, when they are deficient, lead to job-dissatisfaction. This latter theory is associated with Frederick Harzberg and is commonly known as two factor theory of job-satisfaction. One main result of Herzberg's work has been the emphasis on creating conditions of psychological growth in the work environment. Herzberg's approach involves enriching the job so that the individual is not constricted by unskilled repetitive work from which he derives no satisfaction, no matter how satisfactory the contextual factors such as pay might be. Rather the job should be expected to give opportunities for decision making and application of the real skill.

Poster, Lawler and Hackman (1974) indicated three main characteristics of a motivating job. First, the job must allow a worker to feel personally responsible for a meaningful portion of his work. Second, the job must provide outcomes which are intrinsically meaningfully or otherwise experienced, as worthwhile to individual. Third, job must provide feed back about what is accomplished.

Zander (1974) has suggested that group motivation both to achieve success and avoid failure is an important aspect of job performance and that
group goals and performance can be increased by developing a sense of Unit and increased responsibility for the outcome and by avoiding repeated failure.

**Lock (1975)** lists the following: Increased responsibility, autonomy and recognition, the development of work modules, provision of objective feedback performance, job-rotation, upgradation of skill through training, the use of new tools, procedures and equipment, goal setting, the development of cohesive work teams, increased participation in decision making, pay rises, recognition of work task to improve physical efficiency.

**Vasudeva and Rajbir (1976)** concluded that although a number of factors, intrinsic wages, opportunity of advancement, security, company and Management, social aspects of job, communication and benefits are related to job-satisfaction, it is interaction among the factors than any one of them in isolation, that account for job-satisfaction."

**Davis (1977)** stated satisfaction as favourableness or unfavourableness with which employees view their work. He contents that job-satisfaction results when there is a fit between job characteristic and the wants of employees and that it expresses the amount of congruence between one's expectations of the job and the rewards that job provides.

**Livingia (1977)** states that job-satisfaction improves the performance as well as the effectiveness of the individual irrespective of the nature of work.

**Srivastva (1978)** indicated that life satisfaction improves when the
employee's position in the organizational hierarchy improves. Upper-status supervisors were more satisfied with their lives than supervisors in lower position in hierarchy. Life satisfaction also improves as income increases and this was true even when occupational level was kept constant.

Pestonjee (1982) aptly pointed out that job-satisfaction like any other attitude represents a complex assemblage of cognitions (belief and knowledge), emotions (feeling, sentiments or evaluations) and behavioural tendencies. He further stressed that job is not an entity but a complex inter-relationship of tasks, roles, responsibilities, interactions incentives, rewards etc. pestonjee considered job-satisfaction as a summation of employee's feelings in our important areas with their related aspect as follows:

i) Job Area: Nature of work, hours of work, fellow workers, opportunities for promotion, overtime environment etc.

ii) Management: Supervisory treatment, participation, reward and punishment praises and blames, leave policy etc.

iii) Personal Adjustment: Emotionality, health, home and living conditions, relation with family members etc.

iv) Social Relations: Neighbours, friends, association etc.

Daniel (1983): Job satisfaction is a result consequence of the individual's experience on the job in relation to his values or what he wants/expects from it.

Singh and Singh (1988): expressed that Physical Education as an academic discipline in India has had a chequered history. Though, it is
accepted as an integral part of education, it is not given the same status and does not arouse the same interest as other disciplines in schools and colleges. Teachers of Physical Education have a feeling that they have not received their due recognition. There are no promotional avenues and stagnation has led to frustration in almost all professionals.

"According to newspaper reports, a sole generation of college students in U.S.A. shunned teaching because of poor pay and even less respect. Many of these problems remain but a confluence of events has let to palpable change in as much as teaching is back as one of the preferred professions. According to these reports, salaries have improved in most places. Equally important, teachers feel that they are better respected than before. According to figures quoted in that report two surveys done in 1984 and 1995 indicate that attractiveness of teaching job has risen from 45% to 67% salaries have improved from 37% to 63% and the level of respect has gone up from 14% to 54%.

One wonders if a similar survey done in India would yield somewhat similar results. Some data in respect of 1984-84 was assembled by the teachers' commission. But there has been no follow-up and no one knows the latest situation. The social scene in our country is different.

1973 revision of scales of pay marked a Qualitative change in the emoluments paid to teachers. For the first time, salary scales were equated with those given to Class-I officers of Government of India. This marked a remarkable change in the fortunes of teachers particularly at the college level.
A substantial proportion of them were seriously underpaid. Therefore, it made a radical change in their present status and prospects. But despite this, teaching is still not preferred profession for large number of students who pass out even though they may have a certain amount of talent for teaching. Where does teaching stand in the list of preferred professions? Very low, if one may put it bluntly. While salary scales are fairly high and attractive compared with those in the government other things continue to be unattractive. Housing and adequate medical aid are available to a limited few. Promotions are there, even automatic promotions but the general atmosphere of work is far from congenial or exciting. As to social respect, the situation is not all that glowing.

Second, we are living through the phase of development where consumerism is the new goddess which is fiercely on the ascendant. This is evident not only from salary that is payable, perks are equally important. The truth of the matter is that the return of teaching is not monetary. In essence, they are non-monetary in character. It is the satisfaction of a job well done and of having shaped a large number of young men and women into competent and responsible citizens which is the real reward of teaching. To see students performing well in life is the reward which is difficult to express in monetary terms. But it is a real reward.

Hardly any study has been conducted to know the level of job satisfaction among lecturers in Physical Education, the present researcher thought it prudent to conduct a comparative study on Physical Education Teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh.
ADJUSTMENT

Adjustment means to fit, to make adaptation, to put into correct position, to become suited to new conditions. Psychologically adjustment means person’s interaction with his environment. Environment includes everything external to the person with which he is in some relations. How an individual behaves in a situation, depends upon his personal characteristics and the situation. Adjustment is dynamic rather than static in quality. A person changes with the change in environment. Likewise, individual also adjusts to social pressures during his infancy, childhood and adulthood. His parents make demand upon him to acquire proper values and behaviour patterns. They continue to have expectations form his marriage, his career or where and how he lives. Thus the society has powerful pressure upon the individual. Basically, every individual is to adjust to external as well as internal demands.

A well adjusted person uses his knowledge and skill to act wisely on his environment. Excessive timidity, aggressiveness or other faults of personality prevent him from making this contribution. Adjustment is the individual’s ability to harmonize his or her own needs with those of the environment. Adjustment may be referred to as continuous process of maintaining harmony among the attributes of individual and the environmental conditions which surround him. The individual potential and characteristics are in-born as well as modified through experience. The effective adjustment will involve both personal and social criteria and value judgement.

The term adjustment has two meanings. In one sense, it is continual
process by which a person varies his behaviour to produce more harmonious relationship between himself and his environment. The direction of his effort may be towards modifying his own behaviour and attitudes or towards changing the environment or both. Others may contribute towards his adjustment process either by helping to change the environment or by helping to change the person’s outlook on his environment. In other sense, adjustment is a state i.e., the condition of harmony arrived at by a person whom we call “well adjusted”.

Adjustment is an individual characteristic because different individuals react differently to a given situation. For example, in coaching camp, some athletes feel home-sick or they have some health problems due to improper supply of diet etc. which may cause some sort of disturbance in an athlete’s training or hinder his performance. Competing with a champion is a positive factor for one athlete, while another may react negatively due to fear of failure. It can be said that surrounding environment plays an important role regarding the behaviouristic outcome of an athlete.

In competitive setting an athlete is required to acquaint himself with the demands of the situation and exhibit proper control over himself, i.e., emotional stability, stability is required in athlete’s every action and movement pattern to execute the skills perfectly. Psychological adjustment implies a constant interaction between the person and his environment. Although most of the persons resemble the average of the group in many characteristics, there are those who deviate widely from average in certain problems of adjustment. Sometimes adjustment is accomplished when the person yields to person’s constructive compromise between these two extremes and
maladjustment is a failure to achieve a satisfactory compromise.

Every person, man or child spends 24 hours a day satisfying or attempting to satisfy his physical, social and personality needs. Whenever a person is restless, aggrieved, impudent, co-operative, delinquent or in fact doing something he is making adjustment to life. Its purpose is to satisfy organic or personality needs of the individual. The healthy person seems to live smoothly taking in his stride even when conditions are difficult and less healthy. Unadjusted persons become upset easily and require time to get back. Each society has values, some people cannot live upto these standards and ideas they are expected to confirm to. In that case they do not fit themselves to society as their actions do not conform to expectation of the same society. Thus adjustment is a process of effecting a satisfying adaptation to one's environment. A well adjusted person acts wisely in his environment.

Sport is a highly organised form of social institution, which helps in the socialization process through games and sports. This is one of the best means of helping an individual to gain his identity, self-image and formulate the ideal self. It is sports which help in the development of desirable personality traits such as leadership, sociability, maturity, co-operation, personal, social and emotional adjustment. An adjusted individual is one who meets demands of society and satisfies his own drives.

Concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term adaptation. The adaptability to
environmental hazards goes on increasing as he proceeds on the photogenic scale from the lower extreme to the higher. If you examine the various activities of the individual life, you'll find that most of them involve adjustment of the individual to his vocational, social and economical problems. The process of adjustment starts from birth of the child and continues till his death. Psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. Observe the life of the child, who is asked to do this and not other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interactions with his family environment. There are other demands which may be termed as internal as food, water, oxygen and sleep etc. If we don't fulfill these internal demands we feel uncomfortable. With the development of the child, these psychological demands go on increasing and become more complex.

An individual, adolescent or infant - spends whole time attempting to satisfy his physical, social and personal needs. A well adjusted individual can meet his needs with the resources available in his environment. In evaluating his adjustment, we must consider all his habits and attitudes which are used to satisfy organic, social and personal demands.

According to Shaffer (1936), "Adjustment is a process by which living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs. Human beings are born with
varying needs, the frustration of which leads to maladjustment. These needs are food, drink, sleep, temperature regulation, human company, social approval, a sense of self esteem and love. When these needs are thwarted, these produce significant effects on behaviour making the person maladjusted to this environment.

*CROW (1961)* states that psychologically, adjustment refers to an individual's characteristic or habitual understanding of reaction to and manner of solving problem situations which he experiences.

*PERIODIN (1962)* states that stability of home and social class have a favourable effect upon children's performance for participation and cooperation.

According to *Lazarus (1963)*, "Adjustment consists of psychological process by means of which individual manages to cope with various demands and processes of life." Adjustment involves a reaction of the person to the demands imposed upon him. These demands are further classified into external and internal demands that arise from the physical conditions of existence.

According to *Gates (1964)*, "Adjustment refers to the relationship specifically the degree of harmony between the individual and his environment".

*ARKOEF (1968)* states that, "Adjustment can be defined as person's interaction with environment. Each person constantly strives to meet his needs and reaches his goals. At the same time he is under pressure from the
environment to behave in a certain way. Adjustment involves the interaction of personal and environmental demands."

Jank (1983), "contended that adjustment is one of the personality components which can be understood in terms of biological drivers, behaviour controls, personal standards. This can be regarded as corresponding to Id, ego and super-ego functions of psychology."

**Statement of the problem**

The problem was stated as "A comparative study of job stress, job satisfaction and adjustment of college Physical Education teachers of Himachal Pradesh, Punjab and U.T. Chandigarh".

**Delimitation**

The study has been delimited to the Physical Education teachers working in the colleges of Himachal Pradesh, Punjab and U.T. Chandigarh.

**Limitations**

The factors like professional experience, educational qualifications, age, sex, etc. which might have affected the results of the study were not controlled by the investigator. Questionnaire research has its own limitations. As such any bias that might come into the subject response on this account may be considered as limitations of the study.
Objectives of the study

1. To find out significant difference among Physical Education teachers working in the colleges of Himachal Pradesh, Punjab and U.T. Chandigarh as related to their job stress, job satisfaction and adjustment.

2. To find out the inter-relationship between job stress, job satisfaction and adjustment of Physical Education teachers of Himachal Pradesh, Punjab and U.T. Chandigarh.

Hypothesis

1. There would be no significant difference among college Physical Education teachers working in Himachal Pradesh, Punjab and U.T. Chandigarh in their job stress, job satisfaction and adjustment variable.

2. There would be no relationship between job stress, job satisfaction and adjustment of Physical Education teachers working in the colleges of Himachal Pradesh, Punjab and U.T. Chandigarh.

Significance of the study

The results of the study would be significant in the following ways:

The study would help to find out the degree of satisfaction with which the three samples of Physical Education teachers working in the states of Himachal Pradesh, Punjab and U.T. Chandigarh differ amongst one another,
so that the administrators and Governments are suggested to take adequate measures for their job satisfaction.

The results of the study will help to understand the job stress and its differences among three samples of teachers as stated above. On the basis of these, adequate measures will be suggested to provide moderate job stress on the teachers working in these states. This would help them in discharging their responsibilities towards students, institutions and society fairly well.

The study would also help the teachers of Physical Education to understand their various dimensions of adjustment and their inter difference among three samples and find out ways and means to be well adjusted persons.

Definitions of terms

*Physical Education Teacher:*

A Physical Education teacher is one who possesses requisite professional qualification in Physical Education, imparts Physical Education and looks after Physical Education and Sports programmes in a college.

*Job Stress*

Job stress refers to the load of work undertaken by a teacher of Physical Education as a part of his duties in an educational institution. This includes teaching the subject of Physical Education, preparing different teams for tournaments, accompanying various teams, organising tournaments, record
maintenance, maintenance of discipline and carrying out other responsibilities assigned by the Head of the Institutions from time to time.

**Job Satisfaction**

Job satisfaction is a generalised feeling of fulfillment of an employee's economic and psycho-social needs, and aspirations in life which he seeks to obtain through the exercise of his abilities and aptitudes in accordance with his interest via the medium of an organization. Job satisfaction is the total body feelings that an individual has about his job. This total body feelings involve in effect, weighing up the sum total of influences on the job, the nature of job itself, the pay, the promotional prospects, the nature of supervision and so on. When sum total of influences gives rise to feelings of satisfaction, the individual is job satisfied.

**Adjustment**

Dictionary meaning to adjust means to fit, to make adaptation, to put into correct position, to become suited to new conditions.

Adjustment may be referred to as a continuous process of maintaining harmony among the attributes of individual and the environmental conditions which surround him.

Adjustment is a process in which living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs.