CHAPTER – I

CONCEPTUAL FRAMEWORK

1.1 TEACHER AND HIS ROLE IN EDUCATION

   Education is the essence of every civilization. It is a mirror that reflects the values of the society. It shows light to the mankind to follow the right direction. The role and function of education has evolved over the ages in response to the changing needs of the society. It was the time when education was all about religion, warfare and art to the present era of super-specialization. It has come across many procedures to take its present form. The purpose of education is not only to literate students but to add to his rationale thinking, self sufficiency and knowledge ability. It aims at all round development of the individual. Education is one of the important factors that enable human progress. Not only it helps individuals in achieving economic prosperity but also in acquiring more satisfaction and happiness from their life. It teaches everyone to be good human and advance morally and materialistically. It has become an essential part of growth and development of societies around the world. Further, education has always been an important social marker and instrumental in economic and social development of countries all over the world.

   The progress of a nation depends largely on its education system. The success of any educational system depends on the quality of its teachers which, in turn, depends on the effective teaching-learning process. The teacher is at the centre of educative process. The effective and efficient functioning of an organization depends primarily on the quality and commitment of its human resources. In the pyramid of education, teachers are at the apex and control the objectives of education and his pupils at the same time. Therefore, teacher’s dynamicity is always at the root of the success of any plan of education proposed or the policy of education declared by the government.

   Kothari Commission (1964-66) has remarked that “Of all the different factors which influence the quality of education and its contribution to national development, the quality and character of teachers are undoubtedly the most significant”.

1
The Indian Education Commission (1966) described teacher’s importance to the national development. Teacher is the pivot around which all the educational programs such as curriculum, syllabus, textbooks, evaluation etc rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers.

National Policy on Education (1986) has rightly stated, “No people can rise above the levels of its teachers”.

Teachers carry out the arduous task of preparing the youth to shoulder the responsibility of the nation. Indeed, no one other than teachers is more responsible for taking a country forward in the race of modernization and at the same time imparting character to the personalities of the young.

Teachers have to play a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. A teacher has to instruct and inspire the students, influence their life and character and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. Students are the potential wealth of a nation who always exposed to the information as delivered by the teachers. Teachers are the ideals to their students. Teachers are their role models. Teachers are performing the task of arousing and illumined consciousness, purified and strengthened the soul of young. Educational institution is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts of teachers. Gurus like Parshuram, Bhishma and Drona influenced their students by practicing what they preached. In a nutshell, a teacher in real sense is one who himself practices the human values. He has to walk his talk to leave an ever lasting impression in the minds of students.

In the modern scenario, the role of teachers has been changing due to the pressure of social and economic changes. The organizational use of technology changes the roles and relationships, uses of time and resources and the availability of support for teachers and students. The new technologies are accelerating fundamental changes in the teacher’s role as well as in the shape and activities performing in the classroom. Now teachers have to be well versed with the latest information as per the changing requirements of society. Teachers are regarded as the most influential factor in educational innovations. The expected role of teachers has assumed new dimensions and the society expects his/her leadership in the task of making education an effective instrument in the process of nation building.
Teachers’ roles are influenced by a particular pattern of needs, as well as mental, spiritual and physical behaviors that teachers display in the classroom (Eble, 1976). The role of teachers has changed from being an instructor to a constructor, facilitator, coach and creator of learning environments. Today, teachers are required to be facilitators in order to help learners to make judgments about the quality and validity of new sources and knowledge, be open-minded and critically independent professionals and providers to scaffold understanding (Weinberger, Fischer & Mandl, 2002).

Teacher’s role of expert perceives that the teacher should have abundant knowledge about the domain they teach and should play a role of knowledge source for the students. The role of authority perceives that the teacher must be very knowledgeable about the subject teach and most importantly assume themselves to be authoritarian in this knowledge domain and students should follow the standards the teachers set for them. Teachers are the role models for their students. It means what the teacher says, does or demonstrates in class serves as a model for students to follow and learn from. Thus, teachers adopting this role perceive their behavior to be influential to student development. Teachers adopting the delegator role will more often give assignments to students and encourage them to work independently or in a self-directed manner.

Teaching is a challenging profession. Teachers have to instruct and satisfy various minds. They are being challenged to utilize new approaches and methods in an effort to improve learning outcomes. They have to seek improved ways to teach by developing new programmes and instructional strategies such as enquiry approaches, simulation games, computer assisted instructions and programmed learning materials (Bhatia, 2010). To face these demands and challenges and work accordingly they remain effortful. But teachers’ responsibilities do not end with this. They are burdened with many extraneous chores, for which no compensation is provided. Their salaries, working conditions are considered quite unfavourable. The responsibilities of teachers are no longer limited to teaching students but also to prepare them the contributing members of the society. This increases teachers’ workload that has not
mandated any increment in salary with the reason teachers got frustrated. Teachers’ morale is crumbling and due to lower morale quality of teaching affected.

The whole nation is depending upon its teachers for producing future citizens. But on the other hand, teachers are suffered from high workload, poor working conditions, low salaries, job insecurity and lack of provision for professional development that have a negative impact on the caliber of teachers (Mathew, 2005). All these factors not only reduce teachers’ potential but also make them stressful. When this stress approaches the extreme, it makes teachers less adjusted and demotivated to do work. An average level of stress is needed in every profession to work effectively. But stress in its excess hinder teachers’ performance and deviate them from their path of responsibilities of serving the society.

There are certain factors effecting teaching-learning process like mental health of teachers, their attitude towards teaching, behavior as a teacher, emotional stability, knowledge of methodology and strategy of teaching, his educational and professional abilities, school curriculum, working environment of the institution and job pressure upon teachers, their adjustment according to that pressure and their motivation. Success and failure of any educational programme depends upon the effective work of teachers. This study is an attempt to understand the level of occupational stress among teachers and their working conditions in which they have to work willingly or forcefully and their level of adjustment and motivation to do work in the organisation. The present investigation intends to study the following variables related to teaching-learning process:

1.2 Occupational stress
1.3 Working conditions
1.4 Motivation
1.5 Adjustment

1.2 OCCUPATIONAL STRESS

Stress is a common human phenomenon. Person whether a child, adult, employed or unemployed facing stress in one way or the other. In routine, we come across many situations, some of them act as an inspiration for us while some
situations are challenging. It is the nature of a person to look upon the situation. The challenges that exceeds the coping abilities of a person becomes stress. Selye (1936), first introduced this concept, defined stress as “the force, pressure or strain exerted upon a material, object or person which resist these forces and attempt to maintain its original state”.

Stress is ubiquitous in our society. It has become an integral part of everyday living. According to Selye, an average level of stress is necessary to perform creatively and effective functioning termed as eustress, but excessive pressure can lead to distress and attendant feelings of oppression and harassment.

Ivancewich and Mattson (1987) defined stress as “An adaptive response, mediated by individual differences and psychological processes that is a consequence of any external action, situation or event that places excessive psychological or physical demands upon a person.”

Lazarus (1984) described that stress is a feeling experienced when a person thinks that, the demands exceed the personal and social resources the individual is able to mobilize. A diagrammatic representation of the term stress is as:

**Stage of Equilibrium**

```
Environmental Demands < Less than > Personal Resources
```

**Stage of Stress**

```
Environmental Demands > Greater than > Personal Resources
```

**Fig 1.1: Stress Situation**
Thus, stress is a situation in which environmental or physical demands upon a person exceeds than his personal or social resources.

Occupational stress is the physical and emotional responses that occur when the worker perceives an imbalance between job demands and his capability to meet those demands. It is a process involving a transaction between an individual and his/her work environment.

Occupational stress according to Anderson, Schalk and Humphrey (1998) can be defined as the harmful physical and emotional responses that occur when job requirements do not match with the capabilities, resources and needs of the individual worker, in other sense these appear to be “an incompatibility between the individual and his/her environment”.

Kyriacou (1986) defined occupational stress as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors.

National Institute of Occupational Safety and Health (1999) defined occupational stress 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.”

According to Beehr and Newman (1986), “Occupational stress is a condition arising from the interaction of people with their work and characterized by changes within people that force them to deviate from their normal functioning.”

Occupational stress among teachers is due to working conditions prevalent in the institution, interrelationships and work overload etc. that effect their work performance.

Occupational stress depends largely upon the nature and complexity of job differs from one occupational position to another. These are job characteristics inherent in occupation which generates lot of stress in the employees. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, increase in negative psychological symptoms and reduced aspirations and self esteem. Workplace environment, time pressures, interpersonal conflicts with coworkers and supervisors, high workload, poor work conditions, salary etc. are some of the factors responsible for stress in workers. In brief, occupational stress is a state of discrepancy between job demands and person’s ability to cope with these demands. Further, many theorists have explained the states that lead a person to stress.
The first theorist who attempted to account for stress was Walter B. Cannon (1929). Who explained that “fight or flight” response prepares the person for potential physical activity. According to him, the confrontation with an arousing stimulus produces both the feelings and physiological reactions which are associated with stress. Selye (1984) was the first investigator to use the term ‘stress’ to describe the problems associated with homeostasis by Cannon. He has claimed that stress is non-specifically induced and can be caused by diverse stimuli. It does not matter if the event is a major disaster, an uncooperative colleague or a disobedient child. If the event is stressful for a person, the person’s bodily reactions remain the same. Selye has labeled the body’s response to stress the general adaptation syndrome (GAS). It consists of three progressive stages: Alarm reaction, the stage of resistance and the stage of exhaustion. Mason (1975) described that stress depends upon emotional responses to situations. It is the nature of a person’s emotional response that will play an important role in the probability that stress will lead to disease. People who are not psychologically aware of the existence of a potentially stressful event are least likely to experience a stress response. In his theory, Mason explained that it is not necessary that stressful events are always prone to diseases. It is only a person’s emotional state that leads him to stress and then to diseases.

Job stress is a state of an imbalance between the person and his environment. Edwards and Cooper’s model of stress describe the relationship between person and environment in which he works that lead to stress.

**Edwards and Cooper’s (1988) P-E fit model of stress**

Edwards and Cooper (1988) has described the P-E fit model of stress. This model proposes that strain occurs when the relationship between person and environment is out of equilibrium i.e. a lack of fit between the characteristics of the person (e.g. abilities, values) and the environment (e.g. demands and supplies). This misfit can lead to unmet individual needs or unmet job demands. These unmet needs or demands can result in strain. The main point is the subjective P-E misfit – that is, how individuals perceive the encounter – increases the likelihood, that strain will occur. Implicit in the notion of misfit is the individual’s ability to manage an encounter and elements like values, supplies, demands and abilities, all of which help to determine the perceived misfit, can be described as representing aspects of a transactional process.
The theorists believe that important relationships exist between stress, personality and susceptibility to disease. That means all individuals do not perceive all situations as stressful. It depends upon their personality as every person responds differently to different situations that are stressful.

When a person feels insufficient in dealing with demands and challenges faced in life, she/he experiences stress. Being harmed by this situation or taking advantage of it mainly depends on the person because stress may either be a factor threatening the organism physically or psychologically or a power which gives energy in dealing with life (Baltaş, 2002).

In higher education, there are several indirect factors or conditions of field that could certainly produce significant stress, such as rapid change caused by new technologies, internationalization, increased competition among traditional providers and the entrance of powerful new providers, intensifying demands for accountability and productivity, large demographic changes in the student population and a shift from permanent, tenure-track appointments to temporary, full and part-time appointments. Research studies by Dey (1994), Gmelch and Wilke (1991), Olsen and Near (1994) and Sorcinelli and Near (1989) indicated that less time to perform well in all aspects of the job, limited feedback, unrealistic expectations and difficulty in balancing work and household responsibilities are some of the factors responsible for stress among teachers. In education, occupational stress may be the reason of academic life stressors, institutional characteristics, faculty characteristics and outcomes associated with the perception of stress. As depicted in figure 1.2, occupational stressors are thought to be influenced by the institutional context. The relationship between stressors and job satisfaction is mediated through the perceived severity and meaning of the stressor, which is in turn a function of individual differences among faculty.
Job stress among teachers depends upon their tendency to perceive that situation. Stress in job is based on the type of the institution in which the person is working. Occupational stressors for private institutions are quite different from government institutions and similar is related to faculty working in these institutions. Further, it depends upon the individual’s perception to situation which leads him to satisfaction or dissatisfaction towards job.

We come across many situations that lead us to stress in job. Poor work environment, inadequate facilities at workplace, less co-operation from colleagues, work overload and time constraints are some of the sources of occupational stress among teachers. Schwartz (1980) has reported major sources of stress as lack of participation, role conflict, work overload, role insufficiency, role ambiguity and physical work environment.

Lack of participation: The participation of an individual in the decision making process of organization, consultation on the issues affecting the organization and their involvement in establishing certain rules at work make him highly satisfied towards job. On the other hand, when an employee is not consulted in making decisions he
may lead to stress and having poor physical health, depressed, dissatisfaction with life, low motivation to work, intention to leave the job and absenteeism.

Role conflict: poor communication, politics within the organization, conflicting demands for time and attention, under use of skills, changes in organization, lack of participation in decision making and limited job progress or career advancement are some of the factors responsible for creating conflicting situations by which employees may confronted with conflicting roles within the job and become stressful.

Work overload: a state when job demands are so great that the worker feels an inability to cope with that demands and develops stress. Role overload measures the extent to which job demands exceed resources (personal and workplace) and the extent to which the individual is able to accomplish these workloads.

Role insufficiency: role insufficiency measures the extent to which the individual’s training, education, skills and experiences are inappropriate to job requirements. When workers lack the training, education, skills or experience to accomplish the job, they feel stressed. A poor fit between workers’ talent and the organizations expectations creates disharmony and dissatisfaction among employees.

Role ambiguity: role ambiguity measures the extent to which priorities, expectations and evaluation criteria are clear to the individual. When the aspects of job and work place are not clear, frustration and stress are likely to be developed. Deckar and Borgen (1993) found that “Having ambiguous or unchallenging work was more predictive of adverse outcomes of strain and job dissatisfaction”.

Physical work environment: The physical work environment includes such features as air quality, temperature and humidity produces sensory demands which affect an employee’s ability to use his senses properly and. When physical working conditions produce a poor fit with employees’ needs and capabilities, it generalized fatigue and frustration among them. Such conditions lead to psychological stress. P-E fit model of stress by Edwards and Cooper (1988) described that strain occurs when the relationship between person and environment is out of equilibrium i.e. a lack of fit between the characteristics of the person and environment.
Thus, the sources of occupational stress comprised excessive work load, demands of job exceeding personal or workplace resources, imbalance between job expectations and persons’ skills, education and training of the person, persons’ inability to cope with the situations lack of participation in making decisions for organizational development. These sources resulted in poor physical health of employees, absenteeism and intentions to leave the job.

The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom compelled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to them. Kyriacou and Sutcliffe (1977, 1978) defined teacher’s stress as a response of negative effects such as anger, anxiety and depression arising from various aspects of profession and mediated by the perception of the demands made upon the teacher.

Apart from teaching the core subject, a teacher is also involved in many co-curricular activities. The hidden curriculum, relationship with students, colleagues and administrators also affect teachers. To make matters worse, teachers remain under overwork load due to lack of staff. Overloaded classes, number of classes to be taught, poor physical facilities provided to them, having lesser time to work for career advancement, high demands of both work and home and poor working conditions lead them to be stressful (Pandey, 1988).

Research studies by Chan (2008) and Day (2009) revealed that the factors like job stress, job dissatisfaction, resilience, and self-efficacy influenced teachers and their decision about staying on or leaving the profession. Typically, these factors include stressors in the areas of work role (e.g., workload), administration, class size, role ambiguity and conflict, the pressures of the teachers’ roles, poor working conditions, little recognition and low remuneration; lack of involvement in decision-making; student recalcitrance, lack of effective communication, as well as the many emotional demands of teaching (Blix, 1994; Brown & Ralph, 1992). A study in Bahrain by Al-Khaleda (1999) observed that work conditions, salaries, bonuses and allowances, status of physical education, supervision, school facilities, workload and career development to be the major causes of stress for physical education teachers.
Farber (1984) assessed the sources of stress among suburban teachers in United States and found that excessive paperwork, unsuccessful administrative meetings and the lack of advancement opportunities in teaching were related to stress. Workload, lack of resources, poor professional relationships with colleagues, inadequate salary, pupil misbehaviour, difficult interactions with parents and expectations of other staff have been identified as sources of stress among teachers (Borg, Riding & Falzon, 1991; Pithers & Soden, 1998).

In addition to sources of occupational stress, there are certain causes of work stress among employees. Poor work organisation can cause work stress. Poor work design, poor management and unsatisfactory working conditions are causes of stress. Most of the causes of work stress concern the way work is designed and the way in which organisations are managed. The causes of work stress by Siu (2002) are work content and work context.

I. **Work Content**

- **Job content** – Job content may include monotonous and meaningless tasks, lack of variety in job and unpleasant tasks being performed by workers.
- **Workload and workplace** – it includes improper workload, working under time pressures i.e. work requires too much time of worker, having too much or too little to do at work place.
- **Working hours** – Working hours include strict and inflexible work schedule, long, unsocial and unpredictable working hours.
- **Participation and control** – This may include lack of participation in decision making and lack of control (e.g. over work methods, work pace, working hours and the work environment).

II. **Work Context**

- **Career development, status and pay** – This context includes job insecurity, lack of promotion prospects, under-promotion or over-promotion, work of low social value, unclear or unfair performance evaluation systems i.e. partial behavior of employer, being over skilled or under skilled for job i.e. the condition where education, training and skill of worker do not match with the job requirements.
• Role in organisation is another work context cause of work stress that may include unclear role performed by worker in the job, conflicting roles within the job, continuously dealing with other people and their problems. Performing other person’s roles or duties becomes a cause of work stress for the individual.

• Employee’s relationship in the organization and with coworkers may be a cause of work stress that includes inadequate, unsupportive or inconsiderate supervision by the employer, poor relationships with co-workers, bullying, harassment and violence at workplace, isolated or solitary work i.e. having no time to interact with co-workers.

• Organisational climate may include poor communication between employer and workers, employer’s poor leadership, lack of clarity about organisational objectives and structure.

• Home and work interface – an imbalance between work place and home demands make situation stressful. Conflicting demands of work and home, lack of support for domestic problems at work, lack of support for work problems at home and lack of spousal support for remaining in the work force are the causes of work stress.

There are many factors cause stress among teachers. Overcrowded classrooms, high volume of workload, working environment causes stress among teachers. Brown and Ralph (1998) have found that stress among teachers is caused by external and internal factors. External causes are institutional conditions such as large, mixed ability classes, lack of student discipline and motivation, lack of resources, overwork or uneven distribution of workload, poor communication, unclear expectations and inadequate rewards and recognition. Problematic relationships with colleagues can generate other stressors such as personality conflicts, lack of community spirit, feelings of isolation, lack of support and limited academic and social interaction with other teachers. Internal causes may include as aggressive, impatient, competitive personality, negative attitude towards students and unrealistic self expectations.
Pratte (1978) reported that a majority of teachers felt some nervous strain in contrast with other professionals who felt stressful. Dutta (2009) revealed in his study that out of total sample, 41 percent teachers did not get regular feedback, 12 percent teachers reported work place conditions unsatisfactory, 34 percent felt overworked, 32 percent suffered with high demands of job in less time, 14 percent did not have a secured job, 25 percent reported politics in their departments, 19 percent reported less scope for contributing to decision making in department, 21 percent teachers felt that they did not have necessary infrastructure or equipment at work.

These causes of work stress have certain effects on physical and mental well being of the person. Cox (1978) had identified five potential consequences of occupational stress.

**Subjective consequences** are anxiety, aggression, apathy, depression, fatigue, frustration, loss of temper, low self-esteem, nervousness, feeling alone and the like.

**Behavioural Consequences** include accident proneness, alcoholism, drug abuse, emotional outbursts, excessive eating, excessive smoking, compulsive behaviour and nervous laughter etc.

**Physiological Consequences** include increased blood glucose levels, increased heart rate and blood pressure, dryness of the mouth, sweating, hot and cold flashes etc.

**Organizational Consequences** are absenteeism, poor turnover, low productivity, alienation from work, job dissatisfaction, reduced organizational commitment and loyalty etc.

**Psychological responses** to occupational stress include anxiety, depression, dissatisfaction, boredom, psychological fatigue, irritability and hostility, inadequacy, low self esteem, anger repression and loss of concentration.

Research studies by Fairbrother and Warn (2003), Oginska & Bulik (2006) have shown that occupational stress can lead to various negative consequences for the individual and the work place. Stress in the workplace can ultimately rob people of their spirit and passion for the job, resulting in impaired individual functioning, low motivation, decreased morale, dampened initiative, reduced interest in working, high absenteeism rates, decreased capacity to perform, poor job performance, reduced
efficiency, poor quality control, decline in productivity and low quality products and services (Vakola and Nikolaou, 2005; Faragher, 2004; Salmond and Ropis, 2005).

Occupational stress also lead to loss of a sense of responsibility, lack of concern for colleagues, breakdown in personal relations with colleagues, low levels of mutual understanding and tolerance, irritability, indecisiveness, poor communication, poor interpersonal skills, feelings of isolation and alienation, loss of capability to regulate one’s own emotions, job dissatisfaction, poor organizational commitment, an increase in turnover intentions, high staff turnover rates, early retirement and premature death (Brown, 2002; Michie, 2002; Conner and Douglas, 2005).

According to Schwab and Iwanlacki (1982), Occupational stress in teachers can lead to a variety of negative outcomes, including emotional exhaustion, feeling of depersonalization and a sense of failure with one’s personal accomplishment – a condition termed as burnout. Teacher under state of burnout cause harm to himself and to the society.

Teaching is one of the most challenging professions in our society. Teachers have to perform the difficult task of changing the minds of young and work according to the changing needs of society. Society expects a lot from teachers that raise pressure among teachers. On the other hand, poor working conditions, low remunerations, little recognition, lack of involvement in decision making etc. are some of the factors causing stress among teachers. These factors affect teachers’ performance and simultaneously the achievement of students.

1.3 WORKING CONDITIONS

Work is the most common non-biological element cutting across both cultures and generations. Work according to Vroom (1964) provides wages to the persons in return for the services that require the expenditure of mental or physical energy and the individual contribute to the production of goods of services through work. Thus, work defines social status of individual.

From psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one’s value to the society. However, paradoxically, it can also be a source of frustration, boredom and feelings of meaninglessness that determine the
characteristics of the individual and the nature of work. If work hinders individuals’ potentiality and achievement, it becomes difficult for them to remain in job and maintain a sense of purpose at work. Individual’s success in his work depends upon the conditions in which he is working. Work performance is the contribution of individual’s attributes and work environmental conditions.

The general representation of this relationship as reported by Kazdin (2000) may be described as:

$$work\ performance = f \left( \frac{Capacity \times Energy}{Individual\ Attributes} \times \frac{Facilitating\ Conditions \times Inhibiting\ Conditions}{Environmental\ conditions} \right)$$

The individual attributes portion of the equation is the domain of motivation, learning and individual performance. Work performance is a function of ability (capacity) and motivation (energy). This work performance can be facilitated or inhibited by the conditions in which the individual is working.

Working conditions are the physical environment in which one works, including the actual space, the quality of ventilation, heat, light and degree of safety (Kazdin, 2000).

Work conditions are the general state of place where people work, for example whether it is well lit, well ventilated, too hot, noisy, dark or dangerous (Milbourne, 2006).

Working conditions are generally defined as the physical environment in which an employee is expected to complete his or her job. (Direk, 2003).

Johnson (2006) while defining working conditions described that it includes the physical features of buildings, equipment and resources, which serve as a platform for teachers’ work; the organizational structures that define teachers’ formal positions and relationships with others in the school such as workload, autonomy and supervision; opportunities for teachers to participate in the important decision making process; teachers experience to work, including their roles, status and the characteristics of their students and peers; the psychological features of the environment that may sustain or deplete them personally such as opportunities for learning and growth.
Working conditions can be defined as the physical and psychosocial aspects of the workplace. Working life is important for all individuals, it contributes to a person’s wellbeing, helps people to have social relations, develop skills and earn their living. Working life may also have negative effects on individuals, physical and psychosocial aspects of work may have some hazards for individuals (Haggqvist, 2004).

Holloway in 2002 defined teachers’ working conditions in terms of physical and psychosocial aspects of schools. Physical conditions include resources of school, number of students per class and noise level at school. The psychosocial conditions are relations with pupils, parents, colleagues and principal, time pressure, workload and role conflict. Both physical and psychological aspects of the workplace have great importance on teacher’s well being which has simultaneous effect on students’ well being.

Work conditions may facilitate or inhibit teachers’ work effectiveness. Inadequate facilities, lack of participation in the decision making process, lack of recognition by the employer, lack of support from colleagues are the conditions that force teachers to remain under stress and loss interest in job.

Kazdin (2000) described different dimensions of working conditions like physical, psychosocial, work content and work context conditions that may facilitate or inhibit work performance of employees. For better facilitation of work experience physical conditions of the institution with proper physical design of the work environment like shelter, proper infrastructure is needed to motivate work and better facilitation of social contact. Working under extreme conditions of temperature may reduce employee’s performance or capacity to work effectively. Indoor climate of workplace i.e. support from colleagues, students and head of the institution helps an individual to perform his work according to his ability.

Psychosocial conditions like uncertainty and ambiguity are among the worst conditions that inhibit work performance. Absence of essential information about work environment, lack of clear-cut instructions for workplace are some of the conditions that inhibit work performance. Work performance is affected with the conflicts between expectations at work and in non-work social roles, such as home and family. In the absence of satisfaction of these demands, performance of individual suffers.
Further, there are work context conditions that include shift work that is necessary in many field jobs to reduce monotony existing from doing the same type of work in routine. Flexible work schedules enhance employee’s control over his work and efforts. The more independent and autonomous the work performed, the greater the feasibility of flexible work schedules. Safety at workplace also plays an important role in enhancing work performance.

Work content conditions are one of the dimensions of working conditions. Include work design and work overload that affect work performance of employees. Work overload leads to poor work performance when there are too many or too difficult work demands from the person intended to do the work. This increases the risk of error, exhaustion, and depression that adversely affects work performance. Similarly, work demands and stress resources may either facilitate or hinder work performance. High physical or psychological demands may lead to fatigue and exhaustion that may further lead to boredom and underachievement and yields low quality and low quantity work performance. On the other side, stress caused by work overload has an adverse effect on employees’ work performance. Stress facilitates work performance when it arouses and stimulates people to perform their best.

So, it can be analyzed from above that work environmental conditions have the potential to contribute to a substantial amount of the variance in individual work performance. Suitable physical conditions, proper infrastructure, adequate temperature and indoor climate, psychosocial conditions, work and non-work social roles, work context and work content conditions can facilitate an individual to work effectively and give its best.

Education system depends upon teachers who generate good qualities among students. Students’ success depends as a whole on the work of their teachers, and teachers’ work performance depends upon the conditions in which they are working. Working conditions play an important role in work performance of teachers like other field workers. To deliver high quality education, schools must attract, develop, and retain effective teachers. Working conditions play an important role in a school’s ability to do so. Schools that offer their teachers a safe, pleasant, and supportive working environment and adequate compensation are able to attract and retain good teachers and motivate them to do their best. Teacher’s working conditions are
important to students as well as teachers because they affect as how much individual attention teachers can give to students. Large class sizes and disruptive students, for example, can make both teaching and learning difficult (Choy, 1996).

Teachers’ Working Conditions Survey (2008) found that positive working conditions highly related to students’ achievement. Survey results showed that schools with strong, supportive leadership, with sufficient resources had teachers that perform well at higher levels and thus higher the level of students’ achievement. But in most of the schools, working conditions are not positive for teachers. Inadequate salaries, large classes, poor administration, lack of free period during the school day, unsatisfactory school plant and buildings and lack of equipment and materials are the poor working conditions that affect teachers’ ability to perform well. Lack of democratic administrative procedures, lack of sharing in policy making, lack of social and recreational facilities and inadequate provisions for teacher tenure are some of the factors of poor work conditions. Students’ achievement depends upon the effective work performance of teachers. Teachers working in poor work environment remain under stress that adversely affect their physical and mental health. They think of leaving the profession or job, as when someone finds nothing useful from the job they have no reason to remain in the job and hence they left it and choose some other profession.

Kapoor (1983) and Matto and Shekhar (1992) studied working conditions of teachers in terms of school buildings and physical facilities. It has been found that 15 to 20 percent primary schools lacking pucca buildings, basic facilities like drinking water, sanitary, electricity and playground etc. Negligible percent of schools had adequate facilities of almirah and libraries. The Sixth All India Survey (NCERT, 1993) also reported that 16.27 percent of primary schools lacked buildings, 35 percent had only one room and 56 percent had no proper drinking water facility.

Hanushek and Rivkin (2007) studied the factors that have significant impact on teachers’ work performance include workload, infrastructure, leadership, school climate and involvement of community. Workload include teaching load i.e. number of hours teachers have to work per week, time spent for preparing lessons, correcting class tests, participating in conferences, communicating with parents and pupils and administrative duties, responsibilities other than teaching like school head, class
teacher, equipment maintenance, other support services, co-ordination of vocational training, support service of a subject, leadership of work groups, additional teaching lessons in the absence of other teachers etc. Pal and Ghosh (1967), Panda (1985) studied teachers’ workload in secondary and higher secondary schools and found that workload of private school teachers was more than that of government school teachers due to large class size and job insecurity. Poor working conditions and heavy workload lead to stress, anxiety and frustration in teachers. Overbaugh (1990) studied relationship between frustration and service conditions of school teachers and found a significantly higher job stress among private and semi-government school teachers as compared to those in government schools.

The main task of school is to provide education which involves a series of programmes and activities. The successful conduct of these programmes and activities depends mainly upon the availability of proper infrastructure in the school. Infrastructure stands for the physical facilities of the school. It is referred to buildings, grounds, furniture and apparatus along with equipments essential for imparting education. The location of school has enormous significance. The school building having plenty of space with shady trees around, far away from the noise of the crowded city, atmosphere conducive to teaching and learning, space, utility and attractiveness, attractive building, adequate lighting in school campus and classrooms, comfortable seating, useful service facilities such as library, multipurpose rooms, functional playground, classrooms, chalk and bulletin boards, sinks, work areas, filing and storage space and lockers for pupils and teachers etc placed great impact upon work efficiency of teachers.

Teacher quality is the most important in-school factor in relation to student achievement, the extent to which school leaders are successful in driving teacher effectiveness is another major measure of their success as leaders. Developing human capital for their schools involves leaders in hiring quality teachers, evaluation and professional development, retention, leadership development, providing instructional leadership and, ultimately, dismissing staff members who are not performing. High-performing leaders need, however, to do more than understand theories of leadership or what makes effective teaching; they also need to be able to take effective action to achieve student outcomes and teacher effectiveness.
School climate is an important aspect of working conditions that has a significant impact on work performance of teachers. School climate includes availability of resources, safety and comfort, quality of interpersonal relationships between and among students, teachers and head of the institution, degree to which teachers contribute to decision-making at the school. Groupism among staff members, Principal’s partial behaviour, favouritism in students are some of the factors of school climate due to which teachers can’t concentrate on their work and their performance deteriorates. Further, the nature of school climate varies from school to school due to variance in administrative style of headmaster. Chopra (1996) studied school climate and leadership behavior of the principals of secondary schools in relation to job satisfaction and morale of teachers and reported that the teachers in open and congenial school climate were more satisfied from job and had high morale than schools with closed climate.

There are certain supportive conditions of work environment that enhance teachers’ work efficiency. Johnson (2006) found the conditions that prove supportive in teachers’ work performance like appropriate teaching assignments, relationship among colleagues, support for new teachers, curricular support, availability of sufficient resources, teachers’ professional development and role of head.

Appropriate and manageable teaching assignments are essential to a teacher’s success and satisfaction. Sometimes work assigned to them not of their subject area that is unworkable. Large class size is also a source of dissatisfaction among teachers. There must be an appropriate number of students in a class to focus on individual student on the part of teacher and have more contact with parents to solve students’ problems, which is not possible in case of large classes.

Johnson and Berg in 2006 investigated working conditions for teachers and found that work relationships help teachers in their workplace. Interdependent work among teachers can contribute to increase students’ achievement and teacher satisfaction. Some school administrators arrange teaching assignments to align the preparation periods of teachers to work together. New teachers need support from experienced and established teachers. They must have some opportunities or projects to work together. This interaction among all teachers represents promising strategy for providing support to new teachers. Curriculum is at the center of teachers’ work with
students. With the introduction of standard-based reform, teachers find it important to have a curriculum that is aligned with standards and assessments as well as professional development that supports them to teach accordingly.

In addition to have appropriate curriculum, schools must have the resources needed to implement the curriculum and to support good teaching. The basic amenities available in classrooms, well equipped libraries and laboratories for teachers and students to teach and learn effectively. Arrangements for professional development of teachers by organizing workshops, extension lectures of some experts, exhibitions or competitions on different subjects supports teachers to get up-to-date knowledge of methods and techniques regarding their subject area.

The most important part of the school organization is the Principal, who holds formal authority in the school, supervise the work of teachers and serve as a link between the schools and the community as well. The influence of Principal on the teachers and students extends well beyond being in charge of the school. The Principal makes assure all the facilities made available to the teachers. The Principal supports teachers by working collaboratively with staff and students to develop norms for acceptable behaviour and a system of discipline to reinforce those norms. Many new teachers look at their principal to meet their individual needs. A skillful school leader engages both experienced and new teachers in productive work experiences. This increases interdependence of all the teachers and improves the quality of work done collectively (Marzano, 2003).

In nut shell, it is concluded that schools working conditions help teachers to work effectively and efficiently. Teachers’ efficiency has direct impact upon students’ achievement. If a teacher finds the conditions conducive for him to perform effectively, he will definitely be motivated to work perfectly for students’ achievement and their development. Teachers’ working conditions are directly related to students’ learning. Schools providing insufficient infrastructure, imposed heavy workload upon teachers, poor relations among colleagues dwindled teachers’ work efficiency. On the contrary, working under conducive work environment motivates teachers for better performance in terms of students’ achievement and institutional progress.
1.4 MOTIVATION

Motivation is the desire or drive within a person to achieve some goal. It is an internal condition based on a person’s perceptions and needs (Ricks, 1995). The term motivation derives from the Latin word movers which mean “to move”. It is virtually impossible to determine a person’s motivation until that person’s behaviour or action (an individual) performs at each moment in time, the initiation and persistence of an intentional, goal directed activity (Mifflin, 1995).

Motivation to work is a human state where competence to work and “will to work” fuse together. Motivation is a symbol of persistent involvement in some activity, which is a prerequisite of good performance whatever, may be the ability, potentiality and professional skills of an individual (Ryan and Deci, 2000).

Motivation is the process of arousing, directing and maintaining behavior towards a goal. The act of arousing is related to the desire and vigour to produce. Directing is the election of behavior and maintenance is the inclination to behave in a certain manner until the desired outcome is met (Greenberg, 1999).

Motivation is the willingness to do something and is continued by this action’s ability to satisfy some needs for the individual. Well motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of that behavior. They make effective contributions at work because of strongly developed feelings of behavioural commitment. They must acknowledge that their efforts are required to further both the needs of the organization and their own interests. In other words, motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive, designated and goal oriented behavior that involves certain forces acting on or within the individual in order to initiate, sustains and direct behavior (Tolman, 1958).

According to Cole (2000) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic derives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody a reason or incentive to do something. The exceptional leader realizes it is his/her responsibility to provide a highly motivating environment for employees.
Luthans (1998) described that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs.

Motivation is the force that makes us do things. This is a result of the needs being satisfied so that we have inspiration to complete the task. These needs vary from person to person as everybody has their individual needs to motivate themselves. Depending on how motivated we are, it may further determine the effort we put into our work and therefore increase the standard of the output.

Work motivation is the process of initiating and maintaining goal directed performance. It energizes someone’s thinking, fuels enthusiasm and colors positive and negative emotional reactions to work and life. Motivation generates the mental effort that drives us to apply knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation prevents us to convert intention into action and start doing something new or to restart something that has done before. It also controls decisions to persist at a specific work goal in the face of distractions and the pressure of other priorities. Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of work performance (Clark, 1998).

Teacher motivation naturally has to do with teachers’ attitude to work. It is teachers’ desires to participate in the pedagogical processes with in the school environment. It has to do with teachers’ interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is an important aspect in teacher motivation. If a teacher experiences the classroom as a safe, healthy and happy place with supportive resources and facilities for teaching of optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school (Tufail, 2012).

Various theories attempt to explain the nature of motivation. Content Theories explain those specific things, which actually motivate the individual at work. These theories are concerned with identifying people’s needs and their relative strengths and
the goals they pursue in order to satisfy these needs. Whereas, process theories identify the relationship among the dynamic variables, which make up motivation. These theories are concerned more with how behaviour is initiated, directed and sustained. Process theories placed emphasis on the actual process of motivation.

**Maslow’s Theory of Motivation**

Maslow (1954), in his book ‘Motivation and Personality’ introduced the hierarchy of needs. The basis of Maslow’s motivation theory is that human beings are motivated by unsatisfied needs and that certain lower factors need to be satisfied before satisfaction of higher ones. According to Maslow, there are general types of needs (physiological, survival, safety, love and esteem) that must be satisfied before a person can act unselfishly. As long as persons are motivated to satisfy these needs, they move towards growth and self-actualization. Self – actualization refers to the needs for self – fulfillment i.e. the need to develop all of one’s potential talents and capabilities.
Maslow’s model indicates that for adequate work motivation, it is essential that leadership understand employees’ active needs that requires fulfilling first. The model indicates that lower order needs like safety and physiological requirements have to be satisfied in order to pursue higher-level motivators like self-actualization. Maslow’s Needs Triangle makes it clear that after a need i.e. a lower need is satisfied it stops acting as a motivator and the next one rank higher starts to motivate the employee. Physiological needs such as food, water and sleep are the basic needs to be fulfilled prioritized. Once satisfaction of basic needs, the process of other need of safety aroused. In workplace, safety needs reflect the desire to have recognition in the society. These needs influence the desire for good relationships with co-workers, participation in a work group and a positive relationship with supervisors. The last stage of needs approaches at self-actualization. This need works as a motivator throughout life and never fully satisfied.

Two-Factor Theory of Motivation

Herzberg’s (1959) two-factor theory is based on the need fulfillment that shows how to satisfy the employees. As per the theory, the factors responsible for employees’ job satisfaction and dissatisfaction are not the same as both these terms are independent. The factors that cause dissatisfaction to employees are termed as Hygiene Factors. The presence of these factors does not cause satisfaction and consequently failed to increase performance of employees. These factors are organizational policy, administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions.

There are motivator factors that make employees work harder. These factors are associated with the work done by employee. These factors are achievement, recognition, responsibility and advancement etc. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individual’s need for advancement, growth, increased responsibility are said to be the motivating factors.
Herzberg reported in the theory that higher level factors such as recognition, achievement act as motivators and other remaining needs, if not fulfilled cause dissatisfaction.

**Achievement Motivation Theory**

McClelland’s (1961) Achievement Motivation Theory proposes that the three factors influencing motivation are need to achieve, the need for power and the need for affiliation. Each of these needs vary in intensity from one person to the next.

**Equity Theory**

Adams (1965) equity theory focuses on individuals’ perceptions of how fairly they are treated when compared with others. Equity theory proposes that people are motivated to seek social equity in the rewards they expect for performance. According to equity theory, if people perceive their compensation as equal to what others receive
for similar contributions, they will believe that their treatment is fair and equitable. People evaluate equity by a ratio of inputs to outcomes. Inputs to a job include education, experience, efforts and ability. Outcome from job include pay, recognition, benefits and promotions. Inequity occurs when the input-outcome ratios are out of balance. Such as a person with a high level of education or experience receives the same salary as a new, less educated employee. In this case, the person changes his inputs to outcomes towards organization and sometimes to leave the profession if not get satisfied.

Expectancy Theory

Vroom’s (1964) expectancy theory suggests that motivation depends on individual's expectations about their ability to perform tasks or receive desired rewards. Expectancy theory postulates that:

\[ \text{Level of motivation} = \text{Valency} \times \text{Expectancy} \]

Valency is the extent to which the outcome of the activity and its success matters to the individual. Expectancy is the individual's expectation of whether or not his efforts will succeed. For high motivation both parts of the formula must be high. If the individual is different to the success of his efforts even the expectation of success will not create motivation. If he is hostile to the objective, motivation may even be negative. Similarly, motivation may be very low despite high vacancy, if the individual feels that the task is hopeless.

Stratification Theory of Motivation

Agrawal in 1977 has given stratification theory of motivation. According to him the above theories remain unanswered on the question of why people work. Societal system is behind the concept of motivation to work. Human beings living in a particular type of societal system have attitude and values relevant to that particular order. The vital human process like work motivation should take the societal system into account. Work motivation in two contrasting societal system, i.e., the societal system and the capitalist system may take two different forms. In the societal system the work motivation is likely to be influenced by the collective ownership than by other incentives. In the capitalist system, the common factory worker will not have
any such motivation. In the same societal system the factory owner, if works for the factory, will have very positive work motivation. The senior managers in the same factory are likely to have higher work motivation, because they are closer to the sources of production than the worker at the lower level, alienated.

This theory explains the heterogeneous divisions of status in any organization/industry among working class. All societies have some stratification, particularly in the non-socialistic societies, the entire societal system operates on the basis of stratification. In societal societies work is the main basis of all the functions in the society. In such a societal set-up work motivation influences the system as much as it is influenced by it. In the capitalist and the traditional societies work is considered less prestigious than leisure. In the non-socialistic societies the roles and status are assigned to the employees on the basis of stratification. The important aspects of this theory are that stratification determines status. In certain cases, positions are not achieved but are assigned through inheritance. Assigned or achieved status influences individual’s self-concept. The self is formed through socialization processes and early training. In turn self concept also influences status. The societal system via norms, values etc. determines role. The role perception influences status, which being hierarchically arranged are high, medium or low. Being a main characteristic of stratification theory, these statuses are always maintained with certain distance and limits.

Motivation is also influenced by variables like organizational structure, i.e., whether the organization is tall or flat in structure; automated or semi-automated; monetary incentives like - pay, wages, bonus etc. benefits like housing, social security, contributory provident funds loans and advances and psychological incentives like utilization of creative energies, satisfaction of doing work, recognition, freedom to plan one’s own work and friendly and helpful supervision. For any certain organization work motivation will vary according to individual’s status.

All the theorists moved around needs of individuals that required to be, so that the person is motivated to do work. According to Maslow, if basic needs of individuals are not fulfilled they can’t achieve the higher ones. The same has been described by Herzberg and McClelland. Teachers can be highly motivated to perform well when their lower needs of salary, work conditions etc will be satisfied.
Further the sources of teachers’ work motivation as mentioned by George and Sabhapathy (2010) and Bainbridge (2011) are intrinsic motivation and extrinsic motivation. Intrinsic motivation as defined by Ryan and Deci (2000) is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance and well being. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the tasks itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In either case the person will work on the task because there is some reward involved such as prize, a payment or in the case of students, a grade. Intrinsic motivation does not mean that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. In case of teachers, students’ academic growth and development makes teachers more satisfied. They do not expect any external reward for it.

According to Sansone and Harackiewicz (2000), external motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige and positive evaluations from others. Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external or outside rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task for which he has little interest only because of the anticipated satisfaction they will get from some rewards. These rewards can be minor as a smiley face or it may be major like fame or some prize. The external motivators for a student may be marks obtained or grade awarded on an assignment. Increase in salary, job security, job conditions and the facilities available are extrinsic motivators for teachers. External motivators do not mean that a person will not get any pleasure from working on or completing the task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator for the person, when he will be little interested in the work.
The motivation of teachers is affected by many factors. Frase (1992) has identified two sets of factors that affect teachers’ ability to perform effectively. Work context factors (the teaching environment) and work content factors (teaching).

**Work context** factors are those that meet baseline needs. These include working conditions such as class size, discipline conditions and availability of teaching materials, the quality of the Principal’s supervision and basic psychological needs such as money, status and security. In general, context factors clear the road of the debris that block effective teaching. In adequate supply, these factors prevent dissatisfaction. Even the most intrinsically motivated teacher will become discouraged if the salary doesn’t pay the mortgage.

**Work content** factors are intrinsic to the work itself. These include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment and authority. Some researches argue that teachers who do not feel supported in these states are less motivated to do their best work in the classroom (NCES, 1997). Data from NCES (1997) confirmed that staff recognition, parental support, teacher participation in school decision making, influence over school policy and control in the classroom are the factors most strongly associated with teachers’ satisfaction towards job.

Motivation is an essential aspect for teachers to achieve certain performance. Gagne (1999) and Hamalik (2002) had stated that whatever curriculum designed, it would not be successful if teachers did not have seriousness and that seriousness would function if the teachers had high motivation.

Alam and Farid (2011) studied factors associated with teachers’ motivation to work. Teachers remain motivated with continue increase in salary. An inequality in pay of teachers with same qualification and experience reduce their level of motivation. Respect and recognition from society is another source of motivation among teachers and this motivation enhances their work efficiency and effectiveness. Moreover, incentives and rewards have its importance for teachers’ motivation to do work. Students’ high performance teachers’ recognition by employer, job promotion and increase in salary are some of the rewards for teachers. Further, the main factor affecting the motivation process in organizational setting is the individual characteristics or his personality. Teachers’ personality is always there behind his
teaching. Personality of a teacher is an overriding force that decides and affects the teaching effectiveness of teachers. For one teacher students’ performance is a source of motivation but for another it may be recognition by the employer and high wages. Thus teachers’ personality itself makes them high or low motivated not only to teach but to remain in teaching.

Humphreys (1996) and Dornyei (2001) studied factors of motivation among teachers and showed that one of the factors that destroy or weaken teachers’ motivation is occupational stress. This stress is the result of job conditions i.e. doing too many things in short time, amount of work to be done in a limited time period, negative attitude of colleagues and administrators and lack of personal accomplishment. These factors are responsible for teachers’ high or low motivation to work and make them less or highly adjusted teachers. Tufail, Shereen and Nawaz (2012) found in their study of motivation among school teachers that motivational factors clearly identify the performance level of the person. The majority teachers in the study viewed that rewards and incentives, self confidence and economic status affected their performance. Relationships with colleagues, feedback on academic performance and financial incentives also affects teachers’ motivational level.

1.5 ADJUSTMENT

Education is a powerful instrument to bring about desired changes in the individual as well as in the society. These changes are in terms of more physical and mental abilities, development of certain skills peculiar to each subject and better adjustment to the given situation and environment. The concept of adjustment was first used by Darwin in his theory of natural selection. At that time the word adaptation to environment was used instead of adjustment. The concept of adjustment was “vagueness incarnate”. John Dewey pointed out that in growing cultures the effective people do not adjust to the environment but instead adjust the environment to suit their needs. A satisfactory relationship may mean adaptation to the demands of reality. A biological view of adjustment would emphasize adaptation for survival, while a narrower view of it would be adaptation for need reduction. The efforts of the individual to adapt himself to the environment, to overcome frustration in achieving the gratification of his needs, may be called the adjustment process.
From the cultural point of view adjustment is assessed when an individual is accepted by his cultural group, that is, if he conforms to his group’s conventions, mores, ideas, etc. The maladjusted individual is one who is rejected by the group because of his non-conformity to the group mores, customs, conventions etc. Where conformity to culture becomes a static affair, adjustment is a continuous dynamic process. Adjustment involves effective adaptation. It consists in the reduction of inner needs, stresses and strains and in this sense, adjustment would be a unique pattern depending upon the personality and needs of the individual. As each individual differs, so his needs differ and consequently his adjustment differs. Adjustment in this way would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration (Arkoff, 1968).

Lofquist and Dawis (1969) in their book ‘Adjustment to Work’ described that adjustment is the process of behaviour by which men and other animals as well, maintain equilibrium among their various needs and obstacles of their environments. Adjustment means reactions to the demands and pressures of social environment imposed upon the individual. These demands may be external (e.g. environment) or internal (e.g. hunger, water, air, sleep etc) to which the individual has to react. Sometimes these two types clash with each other and consequently make the adjustment a complicated process for the individual. The term adjustment refers to a harmonious relationship between the individual and the environment.

“Adjustment is the process of finding and adopting modes of behaviour, suitable to the environment or to change in the environment. Adjustment may also be thought of as the favourable or unfavourable adaptation of an organism to external and internal stimulation.” (Good, 1959).

“Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs” (Shaffer, 1961).

“Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one’s personal characteristics and the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and his environment.” (Arkoff, 1968).
Thus, adjustment is a process that takes us to lead a happy and well contented life. It helps us in keeping balance between our needs and the capacity to meet those needs. Adjustment persuade us to change our way of life according to the demands of the situation. It gives us strength and ability to bring desirable changes in the conditions of our environment. In a comprehensive way, adjustment is a condition or state in which one feels that one’s needs have been fulfilled and one’s behaviour conforms to the requirements of the society and culture.

Mohan and Singh (1989) have interpreted adjustment from two important points of view – adjustment as an achievement and adjustment as a process. The first point of view emphasizes the quality or efficiency of an individual where he can perform his duties in different circumstances and the second lays emphasis on the process by which an individual adjusts in his external environment.

The aim of education to produce effective and successful students is possible only if, the teaching–learning process succeeds and the teachers are committed and adjusted personalities. The teacher has not only to play varied roles in the school and the classroom, but also help students to develop the capacity to play different roles in the school and in the larger society as well. So, the adjustment of a teacher casts more deepening effect on the community and the nation.

**Adjustment as an Achievement**

Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military, education and other social activities need efficient and well-adjusted men for the progress and wellbeing of the nation.

**Adjustment as Process**

Adjustment refers to a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. It is imperative that adjustment will encourage certain changes so that the optimum relationship between the self and surrounding can be achieved and maintained. Consider someone who has been diagnosed with life threatening disease. The possible reaction is that one might be very tense anticipating imminent death, someone else might show denial
thinking how can this happen to him/her whereas someone could show anger thinking why him or her. There exists a whole range of possibilities. Psychological adjustment is a critical process that helps the person to achieve harmony with his/her current state, thus also leading to acceptance. Satisfaction of psychological needs through social networks facilitates social and cultural adjustments. Human beings learn the dynamics of the network from these experiences. Changes in the environment triggers the interpersonal activities that can help achieve the needs. This serves two purposes—meeting needs in the changed environment and increasing expectancy of meeting needs in the future.

Thus, adjustment process by Mohan and Singh (1989) engages inner-inner as well as an inner-outer relationship. This relationship could be harmonious or conflicting. The harmony and conflict within and among one’s behaviour, value-belief systems, affective reactions, etc works as major determinants of adjustment. It is a continuous process but most of us are able to strike it. The very understanding of this process also makes us appreciate whether the other person is adjusted or not. Discordance and inconsistency within and among these determinants is interpreted as maladjustment.

Adjustment also demands that one should strike balance between needs and environmental obstacles. This fact can be understood with figure given below.

![Figure: 1.5 Process of Adjustment](image)

**Figure: 1.5 Process of Adjustment**
A commonly understandable process of adjustment comprises of four fractions. Initially one has a need or motive that makes him/her persist with goal directed behaviour. In order to overcome the barriers, one explores various activities to overcome it. This is the moment when one also experiences thwarting of the needs. Subsequently, many of the exploratory behaviour are eliminated. One learns how to achieve the goal. Successful accomplishment makes the person develop perfection in goal directed behaviour. However, the barriers are largely unanticipated and this makes adjustment a continuous process.

Arkoff (1968) in his book ‘Adjustment and Mental Health’ has mentioned certain elements of adjustment.

**Motive:** A motive is a pattern of need impelled, goal directed activity. The process of adjustment in the living being is set in motion by the presence within him of some motive that involved a sequence of need, act and goal. A need is a condition that prompts us to act. An act is the behaviour prompted by the need and directed toward the goal and a goal is the end towards which the act is directed.

**Frustration:** Stimulated by our needs, we act to reach our goals. Some of our goals are easily achieved. Some goals seem unreachable or nearly so. Anything that interferes with need impelled, goal directed activity is called frustration. Frustration is a stage when one fails or not successful in achieving his goals or needs.

**Conflict:** Conflict is one of the most important forms of frustration. A conflict is the arousal of two or more strong motives that cannot be solved together. A conflict consists of the simultaneous operation of mutually incompatible patterns of behaviour. The individual must choose one pattern or the other (or make some compromise); until he does, he remains in a state of frustration.
Thwarting or non fulfillment of need: When the environment does not present any features that tend to become obstacles in the fulfillment of these needs, then the adjustment is natural facile and effortless and no problem results. But, if circumstances create obstacles in the path of such fulfillment then the process of adjustment progresses further.

The individual indulges in various actions which are a reaction to the obstacle. Further, as a result of these reactions and responses, the individual achieves a degree of adjustment with the circumstances. The problem of adjustment is thereby solved.

Lofquist and Dawis’s (1964) Theory of Work Adjustment

The theory of work adjustment by Lofquist and Dawis (1964) is based on the concept of correspondence between individual and environment. To survive in an environment the individual must achieve some degree of correspondence. The basic assumption of the theory is that each individual seeks to achieve and maintain correspondence with his environment. There are several kinds of environment – home, school and work to which an individual must relate. Achieving and maintaining correspondence with one environment may affect the correspondence with other environments. Work represents a major environment to which most individuals relate. The individual must bring certain skills to the work environment. The work environment provides certain rewards – wages, prestige and personal relationships – to the individual. When an individual enters a work environment for the first time, his behaviour is directed towards fulfilling its requirements. He experiences rewards of environment. The continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with his environment is called work adjustment.

Work adjustment is the process of interaction between individual and work environment. It is reflected in an individual’s satisfaction and his satisfactoriness. An individual’s satisfaction derives from his evaluation of the extent to which his needs are met in the work setting. His satisfactoriness is the evaluation by his employer and by society, of his work behaviour.
The theory postulates that work adjustment can be predicted from the knowledge of individual’s work personality and the work environment. An individual’s work personality is adequately described by his abilities and his needs. It is also possible to describe the work environment in terms of abilities required for satisfactory work performance and the needs that are satisfiable by the work conditions. Such description makes it possible to evaluate the correspondence of work personalities and work environments. Satisfactoriness results from the correspondence of the individual’s abilities to the ability requirements of a job. Satisfaction results from the correspondence of the reinforce system in a job and the individuals’ needs and job tenure can be predicted with the knowledge of the combined levels of satisfactoriness and satisfaction. The theory described that Individual’s satisfaction from work or workplace shows his adjustment in the work situation. This adjustment helps him in adjusting his abilities according to the requirements of the job. It can be said that higher the adjustment of a person in his work, higher is satisfaction and his abilities that will definitely encourage him to work effectively.

The quality of adjustment in an individual depends upon his ability to establish harmony between himself and his environment. In adjustment, the two crucial factors are the individual and the environment. When individuals are studied, the hereditary and biological factors are considered with the physiological factors and the quality of socialization given to him. Shaffer and Harrison (1999) explained certain determinants of adjustment in this way:

**The Biological Determinants:** The biological determinants of adjustment have their roots in the heredity of the individual. Each individual is unique from the biological point of view because his genetic background is unique and it determines his potentialities.

According to Coleman (1960)“At conception, each new individual receives a genetic endowment from his parents which provides for the physical equipment, muscles, glands, sense organs, nerves and so on essential for his development into an adult human being. The specific characteristics of this equipment, of course, vary widely from one individual to another. Thus, heredity not only provides the potentialities for development but is an important source of individual differences.”
From the above, it is quite clear that heredity provides the basic structure for development and adjustment of the individual. If the biological structure of the individual is defective, he is bound to develop problems of adjustment. The biological determinants of adjustment are also related to the biological needs of the individuals. According to Coleman (1960), the following biological needs are most relevant in terms of human motivation and adjustment: (1) Viscera for food, water, oxygen, sleep, the elimination of wastes and other substances and conditions necessary for life (2) Safety relating to the avoidance of bodily harm or damage (3) Sensory and motor for sensory stimulation and motor activity in order for bodily equipment to develop and function properly.

These biological needs provide motivation for human behaviour and these must be satisfied by the individual keeping in view his culture and environment.

**The Cultural Determinants:** The cultural determinants of adjustment are important because they permit the individual to adjust within the framework of cultural norms, values and standards of behaviour. The cultural determinants of adjustment mentioned may be made of (1) family structure (2) education in the school (3) social organization (4) sub-cultural loyalties-social and political (5) economic condition and (6) caste, class, racial and religious harmony.

These cultural determinants are related to the socialization and acculturation of the individual. In other words, the way or the environment in which a person is brought up by his parents and the quality of relationships, which he later develops, determines his adjustment. (Jayaswal, 1964).

Adjustment of an individual consists of personal as well as environmental components.

Arkoff (1968) in his book ‘Adjustment and Mental Health’ has enumerated the family, school or college, vocation and marriage as the important areas of adjustment.

Joshi (1964) has given 11 areas or dimensions of an individual’s adjustment. These are (1) Health and physical development (2) Finance, living conditions and employment (3) Social and recreational activities (4) Social - psychological relations (5) Personal psychological relations (6) Moral and religious (7) Home and family (8) Future – vocational and educational (9) adjustment to school and college work (10) Curriculum and teaching.
Areas of adjustment as described by Mangal (1999) are as health adjustment, emotional adjustment, social adjustment, home and occupational adjustment.

Health Adjustment is said to be a sort of adjustment with regard to health and physical development and abilities in conformity with those of age mates and does not feel any difficulty in his progress due to some defects or in capabilities in his physical organs and enjoys full opportunity of being adjusted. In Emotional Adjustment emotions play a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional development and proper training in the outlet of emotions. In Social Adjustment one's adjustment can be as certain by one's social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings, society and country. Home is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behaviour play a leading role in the adjustment of a child. All problematic and delinquent behaviours are the result of that adjustment and just maladjustment, to a great extent, is the product of faulty rearing and uncongenial atmosphere at home.

In School or Occupational Adjustment the school environment casts its influence over the adjustment of the students and the teachers. How far a child is satisfied with his school building, its discipline, timetable, co-curricular activities, methods of teaching, class and schoolmates, teachers and head of the institution is completely in the pattern of this total adjustment.

Adjustment of a person is based on the 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. If the person lack in this harmony he leads to maladjustment.

Maladjustment according to Jose (2010) refers to the failure of the individual to adjust to the needs of self and demands of the environment. Adjustment or maladjustment is inferred from the behaviour an individual shows in a given situation. Behaviour that is in conformity with the demands and expectations of others, peers,
teachers, parents, siblings and community members is called adaptive behaviour. Behaviour that fails to meet the social and cultural patterns is called maladjusted behaviour. The term ‘maladjustment’ has two aspects, viz., emotional disturbance and social maladjustment. Although social maladjustment and emotional disturbance in people are not necessarily synonymous, there is a considerable overlap between them.

Social maladjustment refers to behaviour of people which is not within the range of the culturally permissible either at home, in the school, or in the community. These people are unmanageable in the home, causing difficulties for the parents and siblings. In the community they may seek undesirable comparisons or be isolates.

The term ‘emotionally’ disturbed refers to those who have inner tensions and show anxiety, neuroticism or psychotic behaviour. Emotional disturbance does not always cause social maladjustment. For example, the isolate or withdrawn may be considered emotionally disturbed but not come in conflict with the lives of others.

Teacher is a key figure in the life of nation. 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 community. Students’ achievement, their all round development depends upon teachers and their adjustment in the social circumstances. Adjustment of a teacher is vital necessity for the welfare of the students and the nation. The future of children is totally depending upon a well-adjusted teacher. On the other hand, if a teacher is maladjusted, he is not only harming himself, but doing a great harm to the students and the society at large.

According to Blair (1964), “Adjusted teachers do much to bring about pupil adjustment and the converse is also true. Probably the most satisfactory ways of measuring whether or not a classroom is smooth running and effective would be to measure the degree of personal adjustment of the teachers.”

Therefore, there is a need for devising a measure to access teachers’ adjustment so that they can provide their services to the society effectively.

In brief, it can be said that teachers are in the most strategic position to facilitate a balanced personality development and a more adequate adjustment of the learner. The effectiveness of teachers in the personality development and adjustment of students essentially depends upon teachers’ own personality. A maladjusted teacher
cannot perform his duty well. Lack of professional attitude, excessive workload, job insecurity and poor salaries are some of the factors that are responsible for teachers’ maladjustment. The need is to do reforms regarding teachers’ betterment. Their workload can be balanced by appointing more teachers, rules and regulations should be modified to ensure the job security of teachers. Interpersonal relations among teachers should be improved by providing better environment for developing team spirit and good will among teachers.

Summarizing the above mentioned concepts, it is emerged out that the whole education system depends upon teachers. Teachers are responsible for the all round development of students and their better adjustment in the society. Due to higher and changing demands of society, teachers’ responsibilities towards students and organization are increasing day by day. Teachers remain effortful to meet these demands and sometimes lead to stress. A positive level of stress is necessary to meet these demands but when this stress leads to negative side of work it hinders teachers’ work performance. Occupational stress is a major cause of ill health among teachers at work. High workload, low salaries, relationships with colleagues at workplace, too much classes to be taught, overcrowded classes, lack of facilities available in the school are some of the factors that are responsible for occupational stress among teachers. Working conditions are considered as the primary cause of job stress. Teachers working under good work conditions of schools always perform well and less stressed than teachers working under poor school work environment. Working conditions are those physical conditions that facilitate workers to work. If teachers are working in the conditions in which they have no time to interact with other colleagues, overcrowded classes lacking in individual attention of teachers, then they remain under stress and this affect their performance. Teachers cannot be motivated to do work if their basic requirements like adequate salaries, promotions in job, recognition by the management and administrators etc. are not fulfilled. Theories given by Maslow and Herzberg described that if the basic needs of individual are not fulfilled, then no one can be motivated to achieve higher order needs and in case of teachers these higher order needs are students’ achievement or performance. If teachers are not motivated they remain under stress and less adjusted in the work environment. Students’ development and adequate adjustment in society depends upon personality and adjustment of teachers. If teachers are a maladjusted personality so, they cannot perform their duty in an effective way and in reaction to this, students achievement and development will be hampered.
The investigator has attempted to study occupational stress among teachers with the impact of schools’ working conditions, their motivation to work and adjustment in the workplace.