Chapter One

INTRODUCTION

Almost every woman is managing the household task responsibility. It is difficult and impossible to find out any non-working woman. However, in addition to their household duties they are also working in offices, schools, factories, homes, hospitals and at many other places as the task force. This certainly puts of them under great pressure and makes them difficult to adjust themselves in various spheres of life.

The working women of the present generation are performing multiple roles such as mother, house-wives, mother in-law, caregiver, employer etc. These roles and responsibilities are thrust on them by the society in which they live and it is also considered that these are all normal and routine works and nothing extraordinary. But these roles and responsibilities often develop several kinds of stresses, maladjustment and affect their psychic well-being. Over the years, formal attention has been paid to the problems of the family adjustment. Female teachers are confronted with problems regarding their home life, school experiences, interactions with colleagues and social relationships.
The purpose of the present investigation is to find out in which area of psychological well-being and family adjustment teachers working in the private and government school differ. Furthermore, the purpose of the present investigation is also to examine the difference between the mean scores of teachers of joint and nuclear family on psychological well-being and family adjustment.

The present study considers two important psychological variables, namely, psychological well-being and family adjustment in the case of school teachers. The detail description of these psychological variables are covered in the following pages.

PSYCHOLOGICAL WELL-BEING

The dimension of human behaviour which is studied in the present study is Psychological/Psychic well-being. Nowhere the relevance of psychology to humans is more evident than subjective well-being or psychological well-being, which is to do with people's feeling about their everyday life activities (Bradburn, 1969; Campbell, 1976; Warr, 1978). Such feelings range from negative mental states (Anxiety, depression dissatisfaction, unhappiness, etc.) to positive aspects of life (good health, satisfaction, happiness, etc.). Psychologists have relatively recently started studying it, but coming up with a lot of good fruits of it in spite of their short
period of studying; Argyle, 1987; Diener, 1984, 2000; Eysenck, 1990; Stack et al., 1991).

**Historical Antecedents:** The roots of well-being can be traced from the beginning of human civilization. Since antiquity, it has constituted one of the greatest subjects in the field of philosophy of life as eudemonics (e.g., Aristotle's *Ethica Nicomachea*). Happiness is supposed to be good fruit of religion. The very holy mission of the Jesus Christ's Sermon on the Mount is to bring about true well-being for mankind. So it is the teaching of Shyakmuni who become Buddha under the Bodhi tree on the bank of the Nairanjana River. “By their fruits shall ye know them” may not be only with regard to the specific religion concerned. It can also be applicable to other great religions in the world. In almost every religion it is claimed that, “by the grace of people's devout faith in the respective religion or religions, walking with love on the righteous way should lead to their true well-being or to true worthiness of life” (Nishizawa, 1998, p.1).

Since times immemorial men have prayed “Sarve Sukhinah bhavantu” (Let all enjoy well being). For centuries the emphasis has been on the negative aspect of well-being as emancipation from suffering, suffering from the consequence of events of actions, or suffering from the tension of desire. The opening verse of the Shrimad Bhagavat speaks of
freedom from three kinds of sufferings (Tape-trays) - physical suffering (Adhibhautike tapa), psychogenic sufferings (adhyatmika tapa) and sufferings originating from unknown forces (adhidaivika tapa). The verses that follow dilate on psychogenic sufferings or Kleshas, those in which human beings get engulfed by the development of disordered (Sauri) personalities caught in anxiety producing illusory fixations or attachments. The physical sufferings involved in disease, old age and death had moved the Buddha to look for resources for emancipation from them, for satisfaction of what Murray (1938) had called the need harmavoidance.

The most important feature of well-being, according to Geeta, is emancipation from anxiety producing fixations and attachments. The Koran talks about Saber, tawakkul and Ghzali made a distinction between three kinds of expression of personality. One of the three expressions, nafse-mutmaina, is contented and satisfying soul; it is opposite to nafs-al-lawwama, the admonishing or troubled soul.

There are some very basic notions which are inherent in the Vedanta telling as that man’s well-being depends upon his understanding of the meaning and purpose of life which cannot be taken apart from its creative force and its self-transcending quality, or the will-to-be. From the point of view of the finitude of life, meanings in life are to be found in the reality around us. All problems and sufferings in life tend to arise from
"absorptions" of the creative force of life in pursuits that frustrate its true meaning and are ultimately self-defeating, such as pleasure-seeking, searching for happiness in organic satisfactions and sensory pleasures; or else, they arise under an attitude of irresponsibility toward life and indiscriminate actions. We have observed that these notions enter into all the emphases in the Vedantic view of life.

Concept and Definitions: The concept of well-being is difficult to define since it includes affective, cognitive and motivational aspects of life experiences with subjective feeling of satisfaction. There are so many terms such as 'satisfaction', 'happiness', 'hope', 'optimism', 'positive mental health', and 'quality of life' which are often interchangeably used as equivalent of well-being. These are the examples of the constructs which are sometimes involved in cause-effect studies, sometimes in prediction-criterion studies, and sometimes in search for common variance and clustering studies. It is to be noted that 'happiness', and 'satisfaction' are two words which are often regarded as equivalent of well-being. Happiness and satisfaction involving many life situations, such as health, marriage, family work, financial situation, educational opportunity, self-esteem, creativity, belongingness and trust in others.
Satisfaction is a over-riding concept which goes beyond the context in which terms like restoration of homeostasis and drive reduction are used. Cantril (1965) found the term more suitable for describing an experience which is unique to human being and is permeated with value overtones. Grichting (1983) investigated happiness (satisfaction construct and gave valuable information with regard to the issue of domain, scope and degree. The term happiness was restricted by him but its ambiguity was also pointed out. The enunciation of domain, scope and degree was an attempt to clarify its meaning concomitants.

The work on subjective well-being or psychological well-being is carried out under the broad topic of quality of life. Well-being is viewed as a harmonious satisfaction of one's desires and goals (Chekola, 1975). According to Campbell and others (1970), the quality of life is a composite measure of physical, mental and social well-being. Although the subjective well-being or psychological well-being is a very important aspect of quality of life. Levi (1987) defined well-being as a dynamic state of mind characterised by a resonable amount of harmony between an individual abilities, needs and expectations and environmental demands and opportunities. Three features of subjective well-being have been identified: (a) It is based on subjective experience instead of the objective conditions of life (b) It has a positive as well as negative affect, and (c) It is a global
experience as opposed to experience in particular domains such as work (Okun & Stock, 1987).

There is much confusion about the relation between well-being and quality of life. The WHO defines quality of life as the condition of life resulting from combination of effects of complete range of factors such as those determining health, happiness (including comfort in physical environment and satisfying occupation), education, social and intellectual attainments, freedom of action, justice and freedom of expression. Well being is often regarded as a broader concept which includes standard of living, level of living, and quality of life i.e., subjective well-being. Standard of living is indicated by income, occupation, standard of housing, sanitation and nutrition, the level of provision of health, educational, recreational and other services, level of living is shown by nine components: health, food consumption, education, occupation and working conditions, housing, social security, clothing, recreation and leisure, and human right. These objective characteristics are assumed to influence human well-being. In 1996 he WHOQOL group proposed a broader range of criteria for subjective quality of life comprising 24 facets. The subjective definition of QOL considers that each individual has the right to decide whether his or her life is worthwhile.

General well-being is defined as “the subjective feeling of contentment, happiness, satisfaction with life” experience and of one’s role
in the world of work, sense of achievement, utility, belongingness and no
distress, dissatisfaction or worry, etc.” (Verma & Verma, 1989). They put
emphasis on the term “subjective” well-being because they attribute that the
above mentioned aspects cannot be evaluated objectively. General well-
being is a part of the broad concept of positive mental health, which is not a
that the absence of psychological ill-being / ill-health does not necessarily
mean presence of psychological well-being. A person can have both
conditions poor, both conditions good or, any one of them good, with all its
accompanying results. Psychological well-being is a person’s evaluative
reactions to his or her life-either in terms of life satisfaction ‘cognitive
evaluations’ or affect ‘ongoing emotional reactions’ (Diener & Diener,
1995).

According to Nishizawa (1996) the term “psychic well-being” is
generally interpreted almost the same meaning as “happiness” along with
one’s cognitive appraisal of how satisfying his or her life has been and is,
also encompassing positive future prospect of life, “hope”. It also connotes
integrative character of mental healthiness which is supposed to be
composed of certain set of stable traits of personality, moral belief system
as well as stocks of psycho-behavioural resources connected with one’s
main life domains such as home, school or workplace.)
Good life can be defined in terms of "subjective well-being" (SWB) and in colloquial terms is sometimes labeled "happiness". According to Diener (2000) "SWB refers to people's evaluations of their lives-evaluations that are both affective and cognitive. People experience abundant SWB when they feel many pleasant and few unpleasant emotions, when they are engaged in interesting activities, when they experience many pleasures and few pains, and when they are satisfied with their lives" (p. 34). The field of SWB focusses on people's own evaluations of their lives. Diener, Sapyta, and Suh (1998) says that SWB is not sufficient for the good life but it appears to be increasingly necessary for it.

Measurement and Related Issues The lack of agreement regarding the definitions of well-being and related concepts could be conveniently ignored if there was agreement in regard to the items to be included in an operational instrument. Several methodological issues are involved in studying the concept of psychological well-being. The negative aspects of well-being, like anxiety, depression etc. can be assessed through rating scales, self reports, projective test as well as some objective test of personality like MMPI, but the more positive aspects of well-being like happiness, satisfaction, etc. defy measurement, although attributes of positive mental
health have been discussed and being applied widely in psychiatry (Maslow, 1973).

Warr (1978) had examined three kinds of measures of psychological well-being. First tests reported anxiety about the specific features of everyday life; second, about specific features of life in general; and third obtains material about positive and negative affect. The last component of well-being was studied by Bradburn on a large sample survey in U.S.A. He found positive and negative affects were uncorrelated, rather the two dimensions were related to quite a different set of variables. Positive affect was associated with higher levels ‘social contact and mere exposure to new experiences’. Negative affect was found to be associated with various indices of anxiety, fear of nervous breakdown, physical symptoms of illness, and positive affect was not. Several research studies carried out in U.S.A., and U.K. have broadly confirmed Bradburn’s results (Costa & McCrae, 1980; Bryant & Veroff, 1982). Warr further pointed out that several facets of well-being are conceptually and statistically distinct but overlapping. Well-being is not the same as ‘happiness’ although the later is a component of the former. External factors such as sex, employment position, age, education, work orientation have varying influence on different facets of well-being; e.g. Warr (1978) concluded that unemployed people reported significantly lower well-being and more anxiety than their employed counterparts,
however, employment position was related to aspects of well-being only for high-orientation groups and not for those in the middle-aged groups.

Reviewing the 1956-77 literature on psychological well-being, Kozma and Stones (1978) have pointed out that even in the west, multidimensional approaches to this construct have been used. The major research issues include diverse conceptualization of well-being. The differences in experimental procedures employed and the relationship between well-being and host of related variables such as personality and health. Kozma and Stones advocated a narrow conceptualization of well-being in terms of ‘current happiness’. Scanning several studies on the perceived quality of life Campbell (1980) distinguishes three types of well-being: affect, strain and satisfaction. He advocated these three types of evaluation are all related but, without further theoretical classification, wisely keeps them a separate dimensions rather than combining them into an overall index.

The artifact of the questioning procedure or the specific item content pertaining to the affective aspects of everyday life experiences in different cultures, diverse conceptualization of well-being by various investigators and host of related issues of personality and health are methodological challenges. Whether we should operationalize and conceptualize narrowly well-being in terms of current happiness or adhere to what Campbell (1980) had distinguished viz. three types of well-being-affect strain and satisfaction.
Psychologists have been interested in measuring SWB for long, but in
the early studies on SWB, researchers studying the facets of happiness
usually relied on only a single item instrument to measure each construct.
For example, Andrews and Withey (1976) asked respondents “How do you
feel about your life as a whole”? Respondents were provided with a seven
point response scale ranging from delighted to terrible.

Recently attempts were made to develop more comprehensive
instruments of SWB which contain multiple items. The positive and
Negative Affect Scale (PANAS) developed by Watson, Clark, and Tellegen
(1988) measure both positive and negative affect, each with 10 affect items,
and the Satisfaction with Life Scale assesses life satisfaction with items such
as “In most ways my life is close to my ideal” and “So far I have gotten the
important things I want in life” (Pavot and Diener, 1993). Although the
psychometric properties of these scales tend to be strong, they provide only
one approach to assessing SWB.

The Depression-Happiness (D-H) scale also deserves consideration
because it is also claimed to be a measure of well-being. The scale was
developed by McGreal and Joseph (1993): it contains 25 items out of which
13 are scored reversed. The bipolarity of the scale was studied by Joseph and
Lewis (1998) who observed that well-being is the opposite pole of
depression: “The D-H scale contains a mix of affective, cognitive, and
bodily state items which can be used to provide quick overall assessment of subjective well-being" (p. 542).


Nishizawa (1996) constructed the Well-Being Scale (WBS) which comprised eight factors: good and poor mental health, social support and stress, and personal support and stress. Each factor consists of five items. The WBS was found to serve reliable and valid indicator of people's well-being in that Cronbach Alpha 0.70-0.80; test-retest reliability (month interval) 0.79; convergent validity with Goldberg's 12 item GHQ (r=0.83) and Kozma and Stones' MUNSH (r=0.82).

In the past decade, researchers have used additional types of assessment to obtain a better gauge of long term feelings. In the naturalistic experience-sampling method (ESM), for example, researchers assess respondents' SWB at random moments in their everyday lives usually over a period of one to four weeks. Sandvik, Diener, and Seiditz (1993) found that one-time self-reported life satisfaction, ESM measures of life satisfaction, reported by friends and relatives, and people's memories of positive versus negative life events intercorrelate at moderate to-strong levels. Moum (1996) found that low life-satisfaction reports pre-directed suicide over the following five years. Lucas, Diener, and Suh (1996) found that SWB measures showed discriminant validity from other related constructs, such as optimism. Thus, there is reason to believe that the existing measures of SWB have some degree of validity (See Diener, 1994, for a review). Nevertheless, when and how the various measures differ have not been explored systematically. For example, Thomas and Diener (1990) found only a modest relation between global and on-line mood reports but researchers do not yet understand what different factors influence the two types of measures.

Despite the encouraging findings, SWB measures can be contaminated by biases. For example, Schwarz and Strake (1999) demonstrated in a series of studies that global measures of life satisfaction
can be influenced by mood at the moment of responding to the scale and by other situational factors. They also found that the ordering of items and other artifacts can influence reports of SWB. Eid and Diener (1999) found, however, that situational factors usually pale in comparison with long-term influences on well-being measures. Another potential problem is that people may respond to SWB scales in socially desirable ways. If they believe that happiness is normatively appropriate, they may report they are happier than other types of assessments may indicate.

Although single-occasion self-reports of SWB have a degree of validity, and interesting conclusions have emerged from studies using them, the artifacts mentioned above suggest caution. For this reason, in the future researchers should more frequently combine other types of measures with one time scales. Although based on self-report, the naturalistic ESM can circumvent some memory and other biases that occur in more global reports. Because people are randomly signaled at many points in time and their moods in their natural life settings are recorded, a more fine-grained record of their experience of well-being is obtained. ESM yields information on how SWB varies across situations and time. Kahneman (1999) argued that ESM ought to be the primary measure of SWB, and Stone, Schiffman, DeVries, and Frijters (1999) reviewed work in this area.
Additional methods, such as physiological measures, reports by informants, and memory and reaction-time measures, also should be included in complete assessments of SWB. Although SWB is by definition subjective, experience can manifest itself in physiology and other channels; self-report is not the only way to assess experience. Because different methods of measuring SWB can produce different scores, a battery of diverse measures will produce the most informative composite. Although each of the alternative measures has its own limitations, the strengths of the different types of measures are often complementary to each other. For example, in the memory measure developed by Sandvik et al. (1993), respondents are asked to generate as many positive and as many negative events from their lives as they can during a short timed period. Thus, with this method researchers can assess individual differences in the relative accessibility of memories for good and bad events and thereby can determine the valence-related structure of how respondents recall their lives.

In addition to using diverse assessment methods, researchers need to use measures of both pleasant and unpleasant affect, because both are major components of SWB. Bradburn and Caplovitz (1965) discovered that these two types of emotions, formerly believed to be polar opposites, from two separable factors that often correlate with different variables. Indeed, their findings provided a major impetus to study positive well-being, rather than
assuming that it is only the absence of ill-being. Good life events and extraversion tend to correlate with pleasant emotions, whereas neuroticism and negative life events covary more strongly with negative emotions. Cacioppo, Gardner, and Bernston (1999) reviewed evidence indicating that separate biological systems subserve pleasant and unpleasant affect. Thus, it is desirable to measure them separately because different conclusions often emerge about the antecedents and consequences of these two types of affect. Although researchers can combine positive and negative affect into an “affect balance” or global “happiness” score, they may lose valuable information about the two types of affect.

Magaletta and Oliver (1999) differentiated among hope, self-efficacy and well-being. Magaletta and Oliver sought the structure underlying the instruments operationalizing the concepts when the unit of analysis was individual items comprising the instruments. They discuss the origin of the constructs of hope, self-efficacy, and optimism. They were of the view that hope includes both will and ways while optimism refers to general expectancy that one will experience good outcome in life. Optimism does not implies the specification of the agency through which the good outcome is realised. Magaletta and Oliver have not explained the construct of well-being beyond stating that it is related to the constructs of hope, efficacy, and optimism. However, the General Well-Being Questionnaire used in the study
is reported to have the following seven higher order factors: 1. Attitudes relevant to health and well-being; 2. Beliefs - ethical and spiritual and broad values that direct such goals as achievement and community with others; 3. Behaviour; health related; 4. Situations representing environmental forces and process, such as work and social settings; 5. Emotions - subjective aspects of feeling stress; 6. Physical complaints: symptoms of physiological and immune dysfunctions; 7. Recent events, recent stressors.

The maximum likelihood method of factor analysis yielded four factors showing that will, ways, self-efficiency and optimism are related but not identical constructs. The hierarchical multiple regression analyses that were done to predict well-being to find unique contribution of the predictors and would enable to differentiate between them.

The findings of the study conducted by Magaletta and Oliver (1999) suggest that hope, self-efficacy, and well-being might all be thought of as cognitive sets that might reflect a positive orientation towards experience and thus contribute to well-being. It is further suggested that the major difference in hope and well-being appears to lie in their temporal orientation, hope refers to future, well-being has always been measured regarding the recent past.
Oishi, Diener, and Lucas (1999) illustrate the use of daily-diary method, propose ‘value-as-a-moderator’ model of well-being and make use of hierarchical linear model approach which allows a more stringent test of whether higher level variables explain the degree of relations among the variables within-individual, without losing lower level variations. The following conclusions and comments by the investigators deserve attention: “In short, satisfaction within the domain relevant to the salient life tasks at the time is more strongly related to global life satisfaction, than satisfaction with the domain irrelevant to the life tasks” (p. 162). The examination of individual, developmental, and cross-cultural variations in the processes of well-being is a promising pathway to gain insight into nature of subjective well-being.

The construct of well-being is a multidimensional and value laden. This imperatives takes us to a very simple construction of well-being. “It is a hallmark of the subjective well-being area that it centers on the person’s own judgement, not upon the criterion judged to be important by the researcher” (Diener, 1984).

Hasan (2000) has raised some of the important issues involved in the construction of well-being.

(a) “Whether well-being is a dispositional trait, a state, or a process”? 
(b) "Should we pay attention to cognitive evaluation of life and emotional state but not to the factors which evoke positive emotions and blocked the possibility of the experience of negative emotions"?

(c) "Should we assume that well-being of a child is the same kind of experience as well-being of a healthy young man and senior citizen"?

Hasan (2000) suggested some of the well known methods and procedures of construct validation. (1) Group comparison (2) Study of change over occasions (3) Multitrait-multimethod matrix for determining convergent and divergent validity (4) Use of factor analysis and multiple regression analysis. While the last mentioned method is now frequently used by Indian psychologists to develop instruments, the multitrait-multimethod procedure is still ignored.

**ADJUSTMENT: CONCEPT AND DEFINITIONS**

Adjustment is a psychological process by which an individual manages to cope successfully with various demands of day-to-day life. A well-adjusted individual is good in mental health, he or she is not duly distressed by stressors.

The concept of adjustment is used both in the commonsense world and in the scientific world to indicate certain type of behaviour or a group.
Though in the psychological world it refers to the behaviour of the individual it can be applied also to a group of people in a particular situation. It is an act of adjusting or adaptation for a particular purpose. It is the state of being adjusted. It is also the act of bringing something into conformity with the external requirement. In the psychological world it is stated that it is a process of establishing a satisfactory relationship between the individual and his environment. During the course of interaction people learn to change their behaviour so as to get along with other people.

The word adjustment came into popular use in psychology during the 1930s and was given strong endorsement by Shaffer and Shoben (1956) in his classical book “The psychology of adjustment”. It mainly emphasized the biological adaptation of the organism to its environment. Later on in 1961 Lazarus published his famous work “Pattern of Adjustment”.

The review of literature on 'adjustment' clearly indicates that the concept of adjustment has been defined variously. Biologist, educationists, mental hygienists, psychologists and other behavioral scientists have explained and described the 'adjustment' in their own ways. The definitions of adjustment given by psychologists are reviewed in the following paragraphs.
Karen and Weitz (1955) state that the organism is having certain needs or desires that must be fulfilled in order to adjust itself to the environment. As a result of this organism changes, its behaviours in various ways for maintaining its behaviour in the environment.

Lehner and Kube (1964) and Coleman (1956) say that it is a continuous process of interaction between ourselves and our environment and it is the effectiveness of an individual efforts to meet his needs. Lazarus (1961) states that adjustment consists of psychological processes by which the individual manages or copes with various demands of pressures.

Maas (1970) defined adjustment as the ability to get along with others. Fredenberg (1971) said adjustment involves transactions with the environment which may result in a change in one’s behaviour, or a change in the environment or both. Each one of us experiences both internal as well as external needs. Adjustive behaviour may be viewed as concerned with three levels of adjustment, those meeting the psychological and the sociological needs of the individual. Pareek et al. (1976) conceive of adjustment in terms of one’s orientation towards his parents, peers, school and himself in terms of the satisfaction he derives from his interactional relationship with the significant others and himself. “Adjustment may be defined as your continous interaction with your self, with other people, and with your
world", (Calhoun & Acocella, 1978, p.12). These three factors are constantly acting upon them as well.

- The concept of adjustment refers to active, creative efforts to live effectively, Newman and Newman (1981) consider five aspects of adjustment for the effective living. They are:

1. gaining skills through interaction with one’s world.
2. a degree of control over one’s daily life.
3. successfully meet the challenges of life.
4. self-understanding.
5. the ability to make accurate judgements about the people and places in one’s life.

Review of the literature on adjustment suggests that most of the psychologists agree on the definition of adjustment in terms of achieving a balance between one’s own internal demands and requirements of the environment or between internal psychological forces and external condition. For all purposes adjustment is taken to be process and not a condition.
The adjustment process is multidimensional. This aspect of adjustment has been emphasized by Shaffer and Shoben (1956) said that “Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of needs”. These needs can be biogenic, originating in society, personal or communal or arising from any other conceivable source.

Coleman (1960) states, “The process by which an organism attempts to meet the demands upon it by its own nature and by its environment is called adjustment. Madigan (1962) states, “Since the demands of our environment are many and varied, effective living is a complex cycle of ceaseless inner-outer adjustments”. According to Lindgren and Marie (1965) the term adjustment means that the persons must accommodate themselves in order to meet certain demands of their environment. Singh (1982) described adjustment as a process that makes men to learn to deal effectively with the environmental demands and strains and to get satisfaction of internal needs and urges.

Hussain (1996) says that while dealing with adjustment as a process we are confronted by two factors - environmental demands, and needs and motives to be satisfied. There is always a conflict between these two forces which call fourth adjustive process. And that behaviour has been considered
adjustive behaviour which makes a harmony between the individual and environmental demands and thus helps the individual in achieving a harmonious, stable and satisfying relationship with his environment. Madigan (1962) states, "If the conflicts are solved to satisfy the individual’s needs within the tenets approved by society, the individual is considered adjusted". Adjustment also requires a harmonious inter-relationship within the individual of his various behavioural tendencies. The function of adjustment is to bring about a stable equilibrium among the various components of these two types of stimulations have been referred to as motivating stimuli which are perceived as uncomfortable or distressing. The individual’s behaviour is directed toward the reduction of such stimuli, facing external and internal realities (Sappenfield, 1961).

In the adjustment of female teachers, their occupational or vocational adjustment plays an important role, the school environment or the type of school influence over the family adjustment of the teachers. The occupational world of the teachers dominates their mode of family adjustment. The degree of satisfaction with the choice of occupation, working conditions, relationship with colleagues and principal, financial satisfaction and chances of promotion, decide one’s adjustment to one’s occupation and contributes significantly towards one’s overall adjustment.
THEORIES OF ADJUSTMENT: Psychologists have developed a number of theories in order to explain what constitutes good and bad adjustment. Theories have become quite famous because they have influenced the way that we look at life. Therefore, it is imperative for us to explain each theory in brief.

Psychodynamic Theory Freud's (1933) theory of personality is based on two very original ideas. The first idea was that human behaviour is ruled primarily not by a reason but by irrational instincts-aggression instincts and sexual instincts. The second idea was that only a tiny portion of our thoughts and actions emerge from conscious mental processes, the major influence on our behaviour is the unconscious. Freud said that there is a close relationship between the kind and degree of adjustment of an individual and the functioning of his id, ego, and superego.

According to Freud, maladjustment or neurosis occurs when a person's upbringing has resulted in the development of a weak ego - an ego that cannot mediate between the id's demands for instinct gratification and the superego's demands for moral conduct. When this happens, the individual falls victim to anxiety, fearing that instincts will take over and/or that his superego will punish him for violating moral standard.
On the other side, a well-adjusted personality is one in which childhood development has allowed the id, the ego, and the superego to develop in some harmony. In this case, the ego can find ways to satisfy id instincts without violating the limits imposed by the superego and by reality. The id's irrational instincts still form the basis of emotion and behaviour but they are routed by the ego into realistic and morally acceptable channels - ideally working and loving. Thus a man with powerful sexual drives will not try to bad down every women in night, nor will he be overwhelmed by guilt over his sexual desires. Rather, the ego will find a compromise between the id (sexual desires) and the superego (prohibition and guilt). Thus, the man could have a normal and loving sexual relationship with one women and channelise sexual energy into construction activity, perhaps painting beautiful women. In other words, in the well adjusted person, id energy is still the driving force of the personality, but it leads to intimacy and creativity rather than to aggression or mindless sexual indulgence.

**Neo-Freudian Theory:** Neo-Freudians - Adler, Horney, Erikson and Fromm - objected to certain aspects of Freudian theory. Their main objection was that Freud had overemphasized the role of the id, the selfish, instinctual side of the personality. According to the Neo-Freudian, the ego - the rational, reality-oriented, and creative side of the personality - was as important as the id and deserved as much attention. Furthermore, they
argued that Freud had ignored an extremely important fact: that human beings are social creatures. They said that the sign of a good adjustment was the full development of the individual’s social potential, his or her ability to form warm and caring relationships with others.

The most crucial aspect of the individual’s growth is whether he can develop a strong personal identity while at the same time remaining open to intimacy with others. Conflicts between the sense of self and the demands of other invariably arise during development. If these conflicts are poorly handled- or if the individual’s “others” (e.g. parents) are overbearing or indifferent - then the individual’s sense of identity will be weak. Consequently, fear over threats to his identity will prevent him from forming close relationships with others. If on the other hand, conflicts between identity-formation and social demands are handled in a reasonable and loving fashion, then the individual will be able to show love and concern for others without being afraid that he is sacrificing his identity and his uniqueness. In other words, he will be able to achieve a good adjustment.

**Behavioural Theory:** Behaviorists proposed that psychology be studied in terms of specific, measurable behaviours - things you could see, hear and count (Watson, 1913) and specific, measurable causes of these behaviours. According to this theory, people engage themselves in certain behaviours
because they have learned, through previous experiences, to associate these behaviours with rewards. Likewise, people stop engaging themselves in certain behaviours because these behaviours either have not been rewarded or have been punished. All behaviours, no matter how adjustive or maladjustive, are learned behaviours. The well-adjusted person is a person who has learned behaviours that help him to deal successfully with life’s demands. And the maladjusted person is a person who has learned behaviours that prevent him from dealing successfully with life’s demands.

Many behavioural psychologists like, Bandura, Mischel, and Rotter have broadened this theory and posit that behaviour cannot be explained solely in terms of external rewards and punishments. Thoughts and emotions (i.e. internal events) must also be taken into account. According to these theorist, behaviours may be originally learned through external rewards and punishments but they are often maintained by internal rewards (pride and self-respect) and internal punishments (Shame and Guilt). However, these thinkers still agree with the early behaviourists’ argument that adjustment and maladjustment are names that we give to learned behaviours that either help or hinder a person in coping with life.

**Connectionism Theory:** The theory of connectionism was propounded by Edward Lee Thorndike. This theory explains learning as bond connection
between stimulus and responses. Thorndike explains adjustment process in terms of his laws of exercise and effect. Thorndike states that an individual tends to adjust to a situation or condition to the extent that he has experienced with it. Moreover, a person is likely to adjust satisfactorily to a situation or condition or to an interpersonal relationship, if he derives pleasure from the experience. Inadequate adjustment is associated with annoying or unsatisfying experience.

**Gestalt Theory:** Kohler stresses the totality of human relation to stimulation by a whole or entire learning situation. According to the Gestaltists, a person reacts to a situation in the form of a configuration or Gestalt, in terms of his valence (the positive or negative stimulus influence upon him of objects, situation, or conditions). Through insight the individual gains an understanding of his adjustment problems and learns to react to them as an integrated person.

**Humanistic Theory:** Humanistic psychologists including Carl Rogers, Abraham H. Maslow and Gordon All port argue that ideal adjustment involves a great deal more than simply coping, or even coping happily, with the circumstances of your life. Rather adjustment requires that the individual develops all her human capabilities to the fullest. It is not enough to meet one’s basic needs for food, warmth, respect, and love; the individual must
proceed beyond these satisfactions to the fulfillment of some ideal that is uniquely hers and generated only by herself. This process of realizing one’s unique potential is called self-actualization. Without it, the individual may gratify her basic needs, but she will not grow psychologically.

Essential to the process of self-actualization is a flexible self-concept. If the individual’s expectations for herself are narrow and rigid, she will have to deny large portions of her experience and spend all her energies defending her self-concept. But if she can meet life openly and accept her responses to experience, then she will achieve the idea adjustment - that is, continual growth - based on a firm self-esteem.

Existential Theory: Existential theorists such as Viktor Frankl, Ludwig Binswanger and Rollo May hold a dynamic view of the personality. This means that they are most concerned with the individual’s ability to move beyond simply adjusting to the environment and to become something according to his own personal ideas. However, unlike the humanists, existentialists place greater emphasis on the difficulties of breaking through to this state of free “becoming”.

Existentialists regard human being as totally free and therefore as totally responsible for what they make of themselves. Furthermore, they see human life as threatened by the nothingness of death and by the pressures
toward empty social conformity, a sort of spiritual death. According to existential psychology, the truly adjusted individual is the one who shows the most spiritual courage: the one who makes his own decisions; takes responsibility for the way he lives his life; pursues his own unique values, and therefore finds meaning in his existence. In short, existential theory regards responsibility and free choice as the foundations of good adjustment.

The theories described above may be categorized into two categories, namely, pragmatic and idealistic. Each of the five major psychological theories of adjustment stresses certain specific characteristics - creativity, love, intimacy, successful learning, growth, self-direction, and so on - as being particularly essential to good adjustment. However, according to Calhoun and Acocella (1978) “good adjustment varies with the situation and the values each of us holds”.

**FAMILY ADJUSTMENT**

Adjustment of an individual with the family is probably the most significant aspect of life toward happy and successful living. In the family an individual develops adjustment patterns that are basic to his largest social
interactions as well as to the relationship with his family members. The family is the basic unit of society. Family is the basic institution which imparts training to the individual in the development of desirable social attitudes and behaviour patterns. Social intimacy of family life gives rise to the understanding of individual rights and responsibilities, the use and abuse of authority, and the principles of organised group living. It is the family where intimate relations originate. Family life may build up intimate relations harmoniously or disharmoniously.

The fact that family life influences and is influenced by effective response is itself a significant cause of the difficulties experienced by many individuals in their attempt to achieve satisfactory family adjustments. The intimacy between the members of the family and their experiences is an important factor of maximizing family relationships. Individual's relationship to his family member and his emotional reactions towards them signifies the traditional values of joint family. The adjustive experiences begin early in the home of his parents and continue later as an adult in his own home. Family adjustment is also associated with the religion, occupational group and organisation to which one belongs as well as one's own personality.

The status of any school is largely determined by the effective teaching or the way the teacher works effectively. It is the teacher who
provides inspiration, direction and meaning to all the activities of the school. If the teacher does not perform his/her duty conscientiously or work effectively, then the whole school climate or status would collapse. Hence the place of teacher in the school system is of paramount importance. In our country, the teacher in the school neither gets good salary nor has sufficient power. For many women, teaching profession become a stepping stone for achieving higher goals, and better professional opportunities.

Although the government and private schools are governed by same rules and regulations, yet it is generally believed and observed that there is a large difference in the conditions of these schools with regard to the security of service, actual salary given, load of work given to teachers, constraints of showing very good results in board examinations, facilities provided and disciplinary actions taken. In the light of such observations, the present study advanced a hypothesis that ‘significant differences would exist between the teachers of private and government school, and between the teachers of joint and nuclear family on the dimensions of family adjustment and psychological well-being."

**Need of the study**

There is a dearth of studies in the field of subjective well-being or psychological well-being in relation to measurement cognition and
temperament. Further research is needed to examine the influence of sociodemographic variables on psychological well-being, especially among school teachers.

Studies on family adjustment among school teachers are rather scanty. There is a great need to explore the extent of family adjustment among school teachers working in private and govt. schools, vis-a-vis belonging to joint and nuclear family.

Objectives. The present study has set the following objectives:

1. To study the difference between the mean scores of teachers working in private and government schools on the factors of psychic well-being scale namely, good mental health, poor mental health, social supports, social stressors, work supports, work stressors, personal supports and personal stressors and the overall scale.

2. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the eight factors of psychic well-being scale and the overall scale.

3. To study the difference between the mean scores of teachers working in private and government schools on the factors of family adjustment inventory--personal adjustment, adjustment in family, adjustment with
children, adjustment with husband, and adjustment with the elders and relatives, and the overall scale.

4. To study the difference between the mean scores of teachers belonging to nuclear and joint family on the factors of family adjustment inventory and the overall scale.