Chapter-2

Theoretical view points about variables
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THEORETICAL VIEW POINTS ABOUT VARIABLES

2.1. JOB STRESS

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

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

We are living in an era of growing complexities and pressure where human constitution and capacities are being taxed severely.
The stresses relating to job have become predominant feature of modern life, exerting for reaching effects on total employees' behaviour and adjustments on as well as off-the-job. This is the reason that systematic studies of stress in organizational setting have increased dramatically over the past one decade. Recently, job stress has come into prominent work-related research topic. Job stress is generally define in times of relationship between person and environment. McGrath (1970) has noted that a stress involves an interaction of person and environment. To define stress he said. "...... there is potential for stress when an environmental situation is perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it". Thus job stress is a condition worth interacting with worker characteristics to disrupt psychological or physiological homeostasis. The causal situation/conditions is job stress and the disrupted homeostasis is job related strain.

In all types of jobs, there is an interplay between, the demands that the job makes on the employee requires of the job. The lack of accommodation between the demands of employee and those of his organizations is the cause of job stress.

If the demands overweight coping abilities, a state of imbalance develops. The body is burdened with a weight beyond its tolerance capacity. The body is able to bear with a temporary imbalance and bounce back. However, if the situation persists,
wear and tear occur on the body as signs of excessive stress, resulting in exhaustion or development of stress related illness. The human body is equipped with indicators of stress. An important sign of stress is an increase in the heart rate to enable blood to flow to the muscles to prepare them for action. A number of chemicals associated with stress are released to free energy reserves in case they are needed. In short, the body mobilizes its resources for either, “a fight or a flight”.

The organs concerned with this response are the adrenal glands lying a top each kidney. Stress is not just what happens to us but how one reacts to what happens to us and this reaction is controlled by our mind and emotions. So deal with any situation under modern days is to be under stress. Positive stress coupled with relaxation is a good method to enhance performance. It is dynamic force that distinguishes between the active business of living and passive existence.

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

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

Psychological stress is elicited by condition that approach the upper thresholds of tolerability and produces behaviour that deviates momentarily from the normal behaviour, behaviour reflects the presence of psychological stress which includes muscular tremors, increased reaction time, erratic performance rates, fatigues etc.

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

1. The physical and social environment that places some demand on the individual.
2. The individual’s perception of the demand and the decision about how to respond it.
3. The organism’s actual response to the perceived demand.
4. The consequences resulting from the responses.

In today’s society more the enough stress comes from organizations which pressurizes teachers to become winners. Teachers and trainers increase their own stress level by setting high goals and making unrealistic demands on themselves. Teachers
often began their careers so enthusiastically that they devote all their time to the profession. They feel that they have less than normal social life because they spend their free time at work or alone. The people most susceptible to stress are extremely dedicated, over achievers who are perfectionists and excessively goal oriented. Many hours are spent in planning, teaching, working on teaching strategies, preparing the necessary administrative paper work which put them on stress. Often the conditions of facilities or equipments are poor and the athletics budget may be very less.

The teacher is expected to perform well despite all adversities and same is true with trainees. Trainees and trainers are frequently under the scrutiny of the public. It will be win-loss record that ultimately determines success in the public’s eye.

The teacher is educator responsible for the training of pupil teachers. Their adequate supervision is mandatory. Teacher educator must also work hard to develop the trainee to his fullest academic and professional potential. The demands may cause stress. He/She becomes tired of the continual pressures and feels he is unappreciated. Class’s success is often beyond the control of teacher but his competence is questioned if he is unsuccessful. He can become the scapegoat for parents, community members, administrators and trainees.

The right amount of stress can be great motivating factor. Stress can also protect us to avoid hazardous situation. Under different environmental conditions, the human organism marshals
inner forces (brain, heart, muscular system) to meet the crisis producing a positive condition to overcome damage, accident or injury to organism. But if the crisis becomes too frequent and too intense to call the inner factors too frequently then the stress becomes 'Debilitating' leaving the body unable to cope with such situations.

2.2. JOB SATISFACTION

The term 'Job Satisfaction' has been given different connotations since its inception. It is a popular concept in industrial and organizational psychology.

The credit for bringing this term into currency goes to Happock (1935) according to whom “Job satisfaction is any combination of psychological, physiological and environment circumstances that causes a person truthfully to say: I am satisfied with my job”.

Bullock (1952) in his study of social factors related to job satisfaction, has defined it as “an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job...... These evaluations may rest largely upon one's own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and company toward these ends”.

Smith (1955) in his Psychology of Industrial Behaviour holds that, “job satisfaction is the employee’s judgement of how well his job on the whole is satisfying his various needs".
Blum and Naylor (1968) are of the view that job satisfaction is the extent to which rewards actually received meet or exceed that perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards, the more dissatisfied a person is considered to be in a given situation.

Porter and Lawler (1968) are of the opinion that satisfaction is the extent to which rewards actually received meet or exceed the perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards, the more dissatisfied a person is considered to be in a given situation.

According to Ronan (1970), "satisfaction are expressed opinion concerning the job, the organizational variables related to job content".

Mumford (1970) states, that job satisfaction can be defined in terms of the degree of 'fit' between organizational demands and individual needs and that the employee's satisfaction with his job and the employer's satisfaction with work performance will only be high when this fit is a good one.

Kolasa (1970) says that job satisfaction is based on job attitudes, but in a somewhat broader sense job satisfaction relates to how a job fits into the total picture of a person's functioning. Job satisfaction may be defined a the result of various attitudes a person holds towards his job, towards related factors and towards life in general.
Price (1972) offers a broader definition, “Satisfaction is the degree to which the members of a social system have a positive affective orientation towards membership in the system. Members who have a positive affective orientation are satisfied, whereas members who have a negative affective orientation are dissatisfied”.

Russell (1975) observes: “Job satisfaction is a function of the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations”.

Locke (1976) produces a comprehensive definition of job satisfaction as, job satisfaction results from the appraisal of one's job as attaining or allowing the attainment of one's important job values, providing these values are congruent with or help to fulfil one's basic' needs. These needs are of two separable but interdependent types: bodily or physical needs and psychological needs, especially the need for growth. Growth is made possible mainly by the nature of the work itself.

Seybolt (1976) supported the idea that job satisfaction is a function of the person – environment interaction.

Kalleberg (1977) in his definition states, “Job satisfaction refers to an overall affective orientation on the part of individuals towards work roles which they are presently occupying”.

Hackman (1977) defines job satisfaction more precisely: “Job satisfaction refers to a person's affective attitudes or orientation towards a job. It is one's measure of the quality of life in
organisations. There is an increasing acceptance of the view that material possessions and economic growth do not necessarily produce a high quality of life. Recognition is now given to the importance of the kinds of affective reactions that people experience on the job”.

Pestonjee (1982) pointed out that job satisfaction like any other attitude, represents a complex assembles of cognitions (beliefs or knowledge), emotions (felling, sentiments or evaluations) and behavioural tendencies. He further stressed that a job is not an entity but a complex interrelationship of tasks, roles, responsibilities, interactions, incentives and reward etc.

2.1.1. THEORIES OF JOB SATISFACTION

As to the theoretical explanation of what makes a workers satisfied or dissatisfied a number of theories of job satisfaction has been proposed which are as following:

1. Need Theory

Morse (1953) gave need theory according to which people go to work in order to satisfy their needs and aspirations. These needs are not constant but change according to circumstance status, environment, society and groups.

2. Maslow’s Need Hierarchy Theory

Maslow has given theory of job satisfaction where he identified a hierarchy of needs. First of all, the individual has the basic physiological needs such as food, shelter, clothing etc. and he works in order to earn to satisfy these needs. Once these needs are
satisfied, he moves on to a higher needs. Secondly, he has safety needs such as security, protection etc. once these needs are met he moves on to work in order to satisfy the third type of needs called social needs where he wants social acceptance. The fourth type of need is that of self respect and self-esteem. The last are the needs for realizing the fullest stature of the individual or self-fulfillment and self-actualization. When a person realizes his fullest potentialities or has the opportunity to grow to his fullest stature, he is completely satisfied.

Unsatisfied needs are motivators and satisfied needs cease to be a motivating force at a given point of time under a given situation or set of circumstances.

A person needs only so much food in order to satisfy his needs of hunger and thirst. Once this is met, he does not wish to have more food. Rather it becomes his wish to satisfy other needs and he moves on to seek to satisfy higher types of needs. The basic physiological needs, safety and security needs are considered to be the lower order needs which are primarily satisfied through economic behaviour. He earns money as a medium of exchange to purchase in order to satisfy physiological and security needs, the individual continues to strive to seek to satisfy these needs. Higher order needs namely, social self-esteem and self-actualization needs are primarily satisfied through symbolic behaviour of psychic and social content.

Haire, Ghiselli and Porter (1963) who conducted a study of manager in the UK and the USA report that security, belonging,
esteem and self realization needs are progressively less satisfied according to the pattern of needs priority model.

Singh and Wherry (1963) conducted a survey of 200 factory workers in India and reported that the workers give top priority to job security, earnings and personal benefits – all lower order needs. Maslow theory has attained broad acceptance in the management world.

3. **Two-Factor Theory**

This theory was brought out clearly by Hertzberg and his associates (1959). According to it some particular job conditions are necessary for the maintenance of a reasonable level of satisfaction on the part of employees. Their absence would promote dissatisfaction among the employees; though their presence alone would not motivate them. Hertzberg appropriately referred to this phenomenon as maintenance or hygiene factor. Another set of job conditions, recognized by Hertzberg was that which operated primarily to build a strong motivation and high job satisfaction; their absence rarely led to dissatisfaction. These he called motivational factors, motivators or satisfiers and were related directly to the job itself, the employee's performance on it and the recognition and growth which he received from it. Motivators are mostly job-centred and related.
2.3. ADJUSTMENT

The simple meaning of adjustment is that those individuals whose behaviour pattern is in terms of social customs and manners are considered normal, while individuals who are unable to adjust according to social situation, are considered maladjusted. It may be pointed out here that certain definitions of adjustment emphasize the efforts made by the individual to deal with environmental stress and meet his need. These efforts are termed as adjusted behaviour.

In view of Coleman (1969) adjustment is the “outcome of the individual’s efforts to deal with stress and meet his needs”. In this context Coleman defines adjustive behaviour also. According to him, adjustive behaviour is that behaviour, “by which the individual attempts to deal with stress and meet his needs; also efforts to maintain harmonious relationship with the environment”. According to Smith (1961), “a good adjustment is one which is both realistic and satisfying. At least in the long run it reduces to a minimum, the frustrations, the tensions and anxieties which a person must endure.” Smith further observes that adjustment “provides an evenness of satisfaction, a general satisfaction of the whole person, rather than a satisfaction of one intense drive at the expense of others”. Smith considered evenness of satisfaction as the main quality of adjustment.

According to Shaffer and Shoben (1956) normal behaviour is integrative. They mention two types of behaviour patterns: integrative and non-integrative. They also make mention of adjustive and non-adjustive behaviour. Keeping these terms in view, Shaffer
and Shoben write, “In defining Integrative adjustment, the reciprocal influence between a person and his social group must be emphasized. A person must do his adjusting in a society composed of other people who have their own personalities, motives, conflicts and mechanisms of behaviour”. Clarifying the nature of adjustive and integrative behaviour Shaffer and Shoben write, “The drive-integrated behaviours are adjustive in that they reduce tensions; they are also integrative because they facilitate further satisfactions and accomplishments”. Thus it is quite clear that the same behaviour pattern could be adjustive and integrative on account of the purposes they fulfill. As regards non-integrative and non-adjustive behaviour, it has been stated by Shaffer and Shoben that maladjusted or inadequate behaviour was non-integrative. further non-integrative behaviour is marked by “unevenness of satisfaction”. An individual indicates non-adjustive reactions when he has no means of tension reduction, remains stirred up in a continuing, restless, unresolved state of anxiety and is affected by a strong conflict.

Psychologists have interpreted adjustment from two important points of view. One, adjustment as an achievement and another, adjustment as a process. The first point of view emphasized the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment.

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances.
Business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation. To interpret adjustment as achievement, a criteria have been set to judge the quality of adjustment.

Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are as follows:

1. **Physical Health**

   The individual should be free from physical ailments, like, headache, ulcers, indigestion and impairment of appetite. These symptoms in individuals have sometimes psychological origin and may impair his physical efficiency.

2. **Psychological Comfort**

   One of the most important facts of adjustment is that the individual has no psychological diseases as obsession, compulsion, anxiety and depression etc. These psychological diseases, if occur, excessively cause to seek professional advice.

3. **Work Efficiency**

   The person who makes capacities, may be termed as well adjusted in his social set up.

4. **Social Acceptance**

   Everybody wants to be socially accepted by other person. If a person obeys social norms, belief and set of values, he may be called as well adjusted, but if he satisfies his needs by antisocial means, then he is called maladjusted. But societies
differ in deciding the universally acceptable criteria of good behaviour e.g. smoking and drinking are supposed to be antisocial, but there are societies, where, these activities are quite normal for social adjustment.

Adjustment as a process is of major importance for psychologists, teachers and parents. The nature of adjustive process is decided by a number of factors, particularly internal needs and external demands of the child. When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one the individual may inhibit or modify his internal need or demand and second, he can alter the environment, and can satisfy his demands, and third alternative, is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

Piaget (1952) has studied the adjustive process from different angles. He used the terms accommodation and assimilation's to represent the alternation of oneself or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintain these in spite of major changes in the social climate, is called the assimilator. The man who takes his standard from social context and changes his beliefs in accordance with the altered value of the society, is called accommodator.

Now the question arises, which of the above referred processes of adjustment is more effective? It is very difficult to answer this
question in clear cut terms because relative merits of either of the
adjustive process requires taking value judgement. The human
beings has to resort to both the devices in order to adjust
successfully in his society.

There is a constant conflict between the instinctive urges and
environmental conventional restrictions and social pressure in the
mind of the individual (as per Freud's Hoory, cited by Chauhan,
(1978). If a person is strong and his consciousness sides with his
intrinsic desires, he satisfies them irrespective of violation of social
norms. Such a person defines the norms of the society for his
pleasure. But most of the persons do not violate the social norms
because of their training and education in childhood. They accept
the social taboos and inhibitions imposed by the community. They
fight with their own wishes, repress and suppress all those that are
socially reprehensible. It is this unresolved conflict between their
inner impulses and taboos of the society that give rise to
maladjusted, manifested in a wide range of behavioural section.
Neurosis is caused by the constant interaction of three forces:
(i) the powerful unconscious instinctive impulse (ii) the ego and (iii)
the super ego. The powerful instinctive desire when after emerging
from the unconscious is blocked by ego and superego, further
causes the conflict. This conflict leads to subterfuges by which the
urge seeks satisfaction. The neurosis is outward manifestation of
this conflict and can be understood by interpreting these forces
correctly.
While Freud attaches importance to the principle of hedonism and the sex impulses Alder cited by Chauhan, advocating quite a different approach to understand human behaviour.

He observes that people can sacrifice their sex gratification in order to attain the goal, they set for themselves. Adler gives the feeling of inferiority the primary causes of stress. The child struggles hard to overcome the feeling of inferiority in an attempt to master his environment. The neurotic solution to this feeling of inferiority and helplessness is to strive for personal power of superiority. All persons are striving for attaining the superiority in different fields using a variety of approaches. The desire to dominate is the choice of profession, vocation, friends etc. Adler concludes that the desire for superiority is the universally acceptable goal of human behaviour and neurosis is device to dominate in various walks of life.

The determinants of adjustment can be classified into biological and cultural. The biological determinants of adjustment have their roots in the heredity of the individual. 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. Following are some cultural determinants of adjustment of drug addict and non-addict adolescents. (I) Family Structure, (ii) Education in the schools, (iii) Social Organizations, (iv) Sub-cultural loyalties, (v) Economic conditions (vi) Caste, class, racial, and religious harmony, (vii)
Parents' attitude towards their children, (viii) Values and ideals accepted in the family.

In the present study adjustment has been operationally defined as person's overt behaviour, their feelings about themselves, about others and environment and the ways, they react to external stimulus and scores obtained on Mangal's Teacher's Adjustment Inventory (1996) is the measure of adjustment.