CHAPTER - I
INTRODUCTION

1.1 ROLE OF A TEACHER

Education refines sensitivities and perceptions that contribute to individual growth and development, social cohesion and national spirit. The Report of the Commonwealth Conference on Teacher Education (1974) has observed that "among the most influential agencies is the formerly constituted education system". The system of education is meant to achieve the social, political, cultural and spiritual goals. In fact, education helps in the creation of a social order, relevant to the changing times.

It has been rightly stated by Faure (1973) in the report of International Commission on Education that "as far back as we can go in the history of education – which is admittedly not very far off – it (education) emerges as a natural characteristics of human societies. It has contributed to the destiny of societies in all phases of their development".

India is engaged today in a hectic programme of educational reform and reconstruction, covering almost all aspects and agencies of education. It has been rightly realized now that unless we have teachers of the right type – all our plans of educational reconstruction, all our efforts to create a sound system of national education have little chance of success.

India is a developing country. Its destiny is being shaped in her class rooms. The teacher is of paramount importance in any
national system of education and the very progress of the nation depends upon the quality of its teachers. He plays the pivotal role in the social reconstruction and the transmission of knowledge and experience, of one generation to another. "A teacher is the custodian of the culture, critic of social weaknesses, interpreter of changes that are taking place, pioneer of reform and guide of the efforts of people. Children, who are the real potential wealth of the nation, are exposed to the teacher's influence. According to Hindus, the child receives second birth at the hands of the teacher. The teacher is the real maker of history. He inspires nation. Politicians depend upon the teachers to prepare a nation for peace or for war. These days the teachers are named as "Nation-builders". By celebrating teacher's day at the national level, the government has put real approval on the importance of the teachers.

No system of education is better than its teachers. The quality of education and the standards of achievement are inseparably inter-related with the quality of teachers. In this context, it is quite befitting to recall the observations of the Indian Education Commission (1964-66), "of all the different factors which influence the quality of teachers, competence and character of teachers are, undoubtedly, the most significant. Nothing is more important than securing supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective".

Some one has rightly remarked that "teacher is a torch bearer, a keyman, on him depends the future of the child, the school, the community, the nation and ultimately the mankind."
The very opening sentence of the Indian Education Commission (1964-66) is "The destiny of India is now being shaped in her classroom". It further states, "This we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality and number of persons coming out of schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people".

Without proper, well qualified teachers even the best buildings, rich curricula, up to date library and the most expensive equipment will be of no use; while the best teacher with even poor equipment must be a great help to make education worth imparting. And the best teacher is the one who possesses good mental health, well adjusted and who is fully satisfied with his or her job.

Teacher education for secondary stage is imparted by the Colleges of Education. These colleges prepare graduates or post-graduates to teach high and higher secondary classes. The duration is one year which leads to the degree of B.Ed.

For bringing about functional improvement in teacher education institutions and consequently in school education, the quality of teacher education is very important. Adiseshiah (1978) has rightly remarked that those who are entrusted with the responsibility of teaching the teachers have naturally to be men and women of high calibre, whose influence would prove to be the greatest asset for prospective teachers. A teacher of teachers should always be a model to his students. It is however, not only the knowledge of subjects and mostly of methods of teaching which are necessary for the teacher
educator to be effective, but there are other factors too, his satisfaction in the job, he should be free from stress and anxiety, his/her adjustment in the institution and in the profession, his attitude towards teaching and his/her educational and professional interests.

Satisfaction of teachers plays an important role in every society. If the teacher educators are dissatisfied, they will produce frustrated teachers in return. In this way the strategy of national development will be destroyed. Thus, job satisfaction of teacher educators is an important factor to make the profession more functional.

A teacher can turn miracles. He can shape the raw material into a new finished product or he can mar their future. Thus at the heart and care of educational process is the teacher. Building equipment, instructional materials, well designed curricula, all are necessary but without qualified and highly motivated teachers, these are of no value. It is, therefore, necessary that every society should realize the important role played by the teacher educators. The teacher educator's entire personality is reflected by his job satisfaction, interests and adjustment level.

1.2 JOB STRESS

As defined by Webster's Dictionary, stress is “a physical, chemical or emotional factor that causes bodily or mental tension and may be a factor in disease causation”.

A physical stress factor could be injury, surgery or even a simple cold. These factors place additional nutritional demands on the body. Chemical stresses can come in the form of environmental toxics,
prescription drugs, alcohol, tobacco and caffeine. These substances are known to deplete the body of vital nutrients.

Emotional factors are highly personal. Not all people experience stress in the same way. A type of uneven situation may be stressful for one individual, while passing by another individual virtually unnoticed.

Prolonged fear, anxiety, anger and tension may all stimulate hormonal responses which when released, alter the metabolic reaction of the body. This increases the nutritional needs of the body for vitamins and minerals.

Studies have indicated that during periods of moderate to extreme stress, more zinc, magnesium, and calcium are lost in the urine. Blood levels of vitamins A and C, as well as zinc and iron are altered by stress. Under stress, the body also requires more water-soluble vitamins: thiamine (B1), riboflavin (B2), niacin, pyridoxine (B6) and pantothenic acid.

Thus stress may be the inability to cope with a perceived or real (or imagined) threat to one’s mental, physical, emotional and spiritual well-being which results in a series of physiological responses and adaptations.

Stress is the process of adjusting to or dealing with circumstances that disrupt, or threaten to disrupt a person’s physical or psychological functioning (Lazarus and Folkman, 1984, Selye, 1976).

The term stress can be defined in various ways. Stress may be an internal state which can be caused by physical demands on the body such as disease, exercise, extremes of temperature, professional hazards and so on by environmental and social situations which are
evaluated as potentially harmful, uncontrollable or exceeding our resources for coping.

According to Lazarus and Folkman (1984) stress is the feeling you have, you interpret or appraise a situation as being threatening or challenging and when your personal resources are strained or outstripped by your dealing with the situation.

Stress involves a relationship between people and their environment, more specifically between stressors and stress reactions. Stressors are events and situations to which people must react. Stress reactions are the physical, psychological and behavioural responses such as nausea, nervousness and fatigued people display in the fact of stressors. Mediating factors, such as the circumstances in which stressors occur and each person’s characteristics, make people more or less sensitive to stressors and to stress responses. Thus stress is not a specific event, a person’s reactions to those events and interactions between the person and the situation are all important components of stress. The interactions are stress mediators; they moderate or intensify the impact of a stressful situation. Even very pleasant events can be stressors. For example, the increased salary and status associated with promotion may be desirable, but the upgrade also requires finding ways of handling new responsibilities and increased pressures. Still the events and situations most likely to be associated with stress are unpleasant ones those involving frustration, pressure, boredom, trauma, conflict or change (Rowlison and Felner, 1988).

Frustration is the feeling you have when your attempts to reach some goal are blocked. You may not be able to reach a goal because of personal limitations, such as making dumb mistakes on an examination or a goal might slip beyond your grasp because of social or
environmental limitations, such as your boss changing your work schedule. No matter, what may be the cause, how you respond and when you respond, but frustration affects your stress level.

Situations leading to pressure on the mind of the individual require a person to do too much in too short a time. For example, if you are trying to fix Thanksgiving dinner for twenty people on a day's notice, or you are struggling to finish the last two questions on an essay test in ten minutes, you are under pressure. Many traffic controllers, physicians, nurses, and police officers, administrators, teachers, and students face constant or long-lasting pressure when they have to make many difficult decisions under heavy time pressure. Likewise, the adolescence is a period which is full of pressure, stress, strain, storm, and strife because it is a diversifying stage.

Boredom, or under stimulation, is the opposite of pressure, but it too can be a stressor, especially if it continues for a long time. The agony of solitary confinement in prison, the tedium of a remote military post, or learning a subject which is not interesting are probably the most extreme examples.

Conflict is almost always stressful. The most obvious examples are disputes in which friends, family members, or co-workers fight with, insult, or otherwise get nasty with each other. Internal conflicts can be equally, if not more, distressing than those with other people.

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 and fright. Stress occurs when abilities of the person are incongruent with the demands of environment or where clear obstacle exists in fulfilling strong needs or values.

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

If the demands overweigh copying 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 where and when, occurs 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. Positive stress keeps us on our toes and enhances our performance. Positive stress coupled with relaxation is a good method to enhance performance. It is a dynamic force that distinguishes between the active business of living and passive existence.

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 is when we lose the ability to return to baseline to relax that stress becomes chronic.
The right amount of stress can be a great motivating factor. Stress can also protect us to avoid hazardous situations.

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.

In today's society more than enough stress comes from organization which pressurizes teachers, teacher educators, students, teacher trainees and other individuals to become winners. Students and trainees increase their own stress level by setting high goals and making unrealistic their own stress level by setting high goals and making unrealistic demands on themselves. Teacher educator or as a matter of fact every teacher often begin their careers so enthusiastically that they devote all their time to the profession. They feel that they have less than normal social life because they spend their free time at work, or in reading alone. The people most susceptible to stress are extremely dedicated, overachievers who are perfectionists and excessively goal oriented. Many hours are spent planning teaching, working on teaching methods, strategies, preparing the necessary administrative and academic paper work which put them on stress. Often the conditions of work, facilities or equipment are poor and the school budget, especially budget on school/college library may be very below necessary amounts.

The teacher is expected to perform well despite all adversities and same is true with teacher educators. Trainee and trainer are frequently under the scrutiny of the principal, management,
university, government and of the public. It will be the high scores that ultimately determines success in the public's eye.

The teacher educator is responsible for the training of pupil teachers. Their adequate supervision is mandatory. Teacher must also work hard to develop the trainer to his fullest academic and professional potential. These demands may cause stress. The teacher becomes tired of the continual pressure and feels he is unappreciated. Team'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, management, administrator and pupil teachers i.e. trainees.

1.3 JOB SATISFACTION

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

Job satisfaction is the total body feeling that an individual has about his job. This total body of feeling involves in effect, weighing up the sum total of influence on the job, the nature of the job itself, the pay, the promotion prospects, the nature of supervision and so on. Where sum total of influence gives rise to feelings of satisfaction, the
individual is job satisfied and where in total they give rise to filling of dissatisfaction, the individual is job dissatisfied.

Improving any one of these influences will lead to the direction of job-satisfaction making less satisfactory any one of the influences will lead to the direction of job dissatisfaction. However, what makes a job satisfying or dissatisfying does not depend only on the nature of job, but on the expectations that individuals have from their job. When a man is satisfied with his work, not only he alone but also the employer gets benefits. The community profits on the score of individual and the well being of the society in general is improved. Job satisfaction has three aspects viz.

(i) Job aspect
(ii) Personal aspect, and
(iii) Inter personal aspect

Job satisfaction is important to the employer, the worker and the community.

Job satisfaction and life satisfaction are often found to be closely related. One point is clear about the job satisfaction that is dynamic. One cannot establish high job satisfaction once and then forget about it for several years. It usually leads to quantitative and qualitative improvement in performance. Satisfaction in job induces motivation and generates interest in work. When work becomes interesting, it gives personal pleasure to worker and this has tremendous psychological satisfaction.

A comprehensive approach to the understanding of job satisfaction requires the consideration of factors such as wages, supervision, steadiness of employment condition of work, advancement opportunities, in addition to employee's level of aspiration and social
status have to be taken into consideration in order to have a complete understanding of the term. Thus job satisfaction is the amount of congruence between one's expectations as compared to rewards.

If a person is satisfied at his job, his mental health is intact, he produces more, his produce is of better quality, and there are various other advantages. There is nothing like an earnest man at his work. Even God is supposed to worship such like men. The importance of job satisfaction has always been stressed.

In a rapidly developing teaching field the importance of job satisfaction cannot be over emphasized. It is important to the employer, the worker and the community. Investigations have shown that when a man is satisfied with his work, the employer profits by a greater output, the fewer quits and there are many other tangible and intangible results. Other studies reveal that a person satisfied with his job is likely to profit by having high morale in his general living that is the reason why understanding of the dynamics of job satisfaction or morale becomes a serious consideration of the employer. Competency of teachers is directly the outcome of the job-satisfaction. The progress of the nation depends upon the quality of its teachers. Efficient teachers can build a strong nation and job satisfaction can improve the quality of work to a great extent.

For keeping the right man on the right job, counselors need to be alert to factors responsible for job satisfaction in working out predictable job choices with their pupils. Comparative studies show that a larger percentage of men than women are dissatisfied; that there is more dissatisfaction in large companies than in small companies; that skilled workers are more satisfied than the semi-skilled workers.
Job satisfaction is the combination of two words: Job and Satisfaction. Job is an occupational activity performed by an individual in return for a (monetary) reward. New Webster's Encyclopedia Dictionary of English language defines the activity of satisfying or the state of being satisfied as contentment, in possession and enjoyment, and to satisfy the individual's wants, wishes or desires, to supply fully to the extent, with what is wished for. Therefore, job-satisfaction is nothing, but the state of organism, when the currently dominant motivation tendencies have attained their good through his work situations or work position while performing various tasks, serving in an institution.

1.4 ADJUSTMENT

Adjustment in simple words can be defined as satisfactorily relations of an organism to its environment. It also means being in harmony with the environment. Adjustment means adaptation to reality.

Adjustment can be defined as person's interaction with his environment. Each person constantly strives to meet his needs and reach his goals. At the same time, he is under pressure from the environment to behave in a certain way.

Adjustment involves a reaction of the person to demands imposed upon him. These demands can be classified into external and internal demands. There is a large number of external demands that arise from the physical conditions of existence. Our failure to comply these demands results in disapproval and negative consequences and our conformity to them leads to approval and positive consequences.
According to dictionary meaning, "to adjust means to be fit, to make correspondent to adopt or accommodate. According to Shaffer et al. (1956) adjustment is a process by which a living organism maintains a balance between his needs and circumstances that influence the satisfaction of these needs.

Adjustment involves the reconciliation of personal and environmental demands. Therefore, adjustment is the process of adapting oneself to environmental conditions and manipulating the environment to one's needs. The process of adjustment is a continuous one, from a felt need to experience of the working and frustration to satisfaction. The good adjustment is an integrative because in it, one satisfies all his motives in an inter-related system, without the over emphasis of one drive or slightening of another.

Adjustment is the ability to select appropriate and effective measure to meet the demands of environment, while maintaining a healthy attitude towards the circumstances. Basically, it is matter of problem solving which entails the intellectual processes such as perception, learning memory thinking etc. for getting along and effectively utilizing environmental resources and opportunities. The degree of adjustment depends partly upon the person's self-concept, whereas disadvantaged children were found having poor self-concept, high anxiety and emotional problem. They also manifest high degree of insecurity and maladjustment.

In a complex structure of society today, personal adjustment is essential. Adjustment is both a process and a state. As a process it is a continuous complex. It depends upon the entire organization of psycho-physical systems within the individuals and the relation to this organization to the environment. In other sense adjustment is a
condition of harmony arrived at by a person whom he/she is well adjusted”. A “well adjusted” person is one whose needs and satisfaction in life are integrated with a sense of social feelings and acceptance of social responsibility.

Personality adjustment refers to a harmonious relationship between the person and the environment. The degree of this in part is dependent on certain potentialities within a person and in part upon the nature of environment. Gates et. at. (1963) says that the term adjustment refers both to ‘a process’ and ‘a state’. A person feels adjusted when his needs physical, psychological and social are satisfied. These needs are in the field of home, school and society to which the individual belongs.

Adjustment is both continuous and complex, it depends not on any single aspect of the individual’s personality, but on the organization with the individual of a number of acting elements. Apparently similar situations demanding treatment will be dealt with by different individuals in a different ways and the various adjustments will differ widely accordingly. People who characteristically manifest ineffective method of adjustment are said to be maladjusted, the degree of their maladjustment is indicated by the number and importance of the situations in which their behaviour is inadequate and by the degree of inadequacy of their adjustments. The adjustment of an individual is largely influenced by the personal and environmental factors. Some individuals are well adjusted and some are poorly adjusted. Well adjusted individuals enjoy a kind of inner harmony in the sense that they are satisfied with themselves. Regarding occasional set backs and disappointments they can continue to strive for their goals. If they find
their goals are unrealistically high, they are willing to modify them to fit their capacities.

The term adjustment refers to the degree of capacity by which an individual tries to cope up with the inner tensions, needs, conflicts, frustrations and simultaneously is able to bring co-ordination between his inner demands and those imposed upon him by the outer world. Adjustment is a process which influences the drives of the individual in such a way that the tensions, frustrations and conflicts with the world are brought down to a minimum.

The process of adjustment starts right from the birth of the child and continues till the death. It is as old as human race on earth. It is generally accepted that the progress, success and happiness in life depends greatly upon the ability to adjust to new situations. Personal adjustment is extremely complex. It has the essence of personal happiness, acceptance of self, society and work and capacity to deal with the reality. An adjusted person finds meaning in life. The psychology of adjustment deals mainly on practical matters like understanding ourselves, understanding others, living in harmony with our neighbours.

A teacher is considered to be well adjusted if he accepts himself and the ways of life he has to follow without getting into trouble. A well adjusted teacher is one whose needs and satisfaction in life are integrated with a sense of social feelings and acceptance of social responsibility.

1.5 INTEREST

The search for the individual's true interests in helping to bring about a wise educational and vocational choice is consistent with
the modern educational theory which holds to the idea of interest as the main spring of effort in education. Increasingly, interest is acknowledged as providing the best and strongest motivation for activity in both educational and professional pursuits. Since interests involve reactions to specific things, they must all be learned. Accordingly, they may be modified later by re-education. So, we say interests are learned or acquired. There are some interests, however, that come very close to being native, if they are not actually inherited such as liking sugar and disliking quinine. But let us disregard these exceptional cases and consider the great majority of interests. These appear only after experience with things after reacting to objects including persons. An interest is an expression of one's reaction to his environment. The reaction of liking, disliking results in a satisfactory or unsatisfactory dealing with the object. The different people react differently to the same object. The different reaction, we suspect arise because the individuals are different to start with. Thus, interest seems to emerge from the interaction of the individual with experience. To find one's enduring and deep-seated interests numerous and varied experience must be recommended.

Interest refers to the variety of choices which the individual makes with respect to the activities in which he is engaged. He shows preferences for some and aversion to others. Interest is motivating force that impels us to attend to a person, a thing or an activity. An interest thus is a tendency to become absorbed in an experience and to continue it.

Teacher educator's interests will ensure the mastery of the knowledge acquired, its enrichment and its renewal leading to personality growth, competency and adjustment with profession.
1.6 RATIONALE OF THE STUDY

Though there are number of factors which may be considered extremely important and which influence the teacher educator and his/her teaching yet on the basis of personal experience as teacher educator and on the basis of related studies, the researcher considered job stress, job satisfaction, educational and professional interests and adjustment of the teacher educator as some very important areas to be focused on. Their presence among teacher-educators in a positive direction is likely to improve the standards in teacher education.

There are studies on the status of these variables among teachers but almost negligible on teacher educators specially teacher educators who are having different placement level. The investigator has, therefore, undertaken the present study to measure and compare these variables of teacher educators who are working in government or private colleges of education in the State of Punjab. This study will provide a global and comparative picture of the job stress, job satisfaction, adjustment and interests of the teacher educators placed differently in the Colleges of Education.

1.7 STATEMENT OF THE PROBLEM

The problem of the present study is worded as under:

"Job Stress, Job Satisfaction, Adjustment and Interests of Teacher Educators As Related to Their Job Placement".

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1.8 OBJECTIVES OF THE STUDY

The following objectives were set out for the study:

1. To find out the difference among teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the variable of job stress, job satisfaction, interests and adjustment variables.

2. To find out the difference among male teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the variable of job stress, job satisfaction, interests and adjustment variables.

3. To find out the significant difference among female teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education on the variable of job stress, job satisfaction, interests and adjustment variables.

4. To find out the significant difference between male and female teacher educators on the variable of job stress, job satisfaction, interests and adjustment variables.

5. To find out the difference in job stress, job satisfaction, interests and adjustment variables-

   (i) With the teaching experience.

   (ii) With the age of the teacher educators.

6. To find out the relationship among job stress, job satisfaction, interests and adjustment variables of teacher educators.
1.9 NEED AND IMPORTANCE OF THE STUDY

Every field in education has its importance. The researcher of present study being a teacher educator herself is deeply influenced by the challenges in the teaching profession and feels that out of the innumerable factors which affect the teacher's efficiency, performance and personality, the most influential are job satisfaction, job stress, educational and professional interests and adjustment level of the teacher. That is why she has focused on these variables.

There are studies on the status of above variables among teachers but almost negligible on teacher educators. The investigator has, therefore, undertaken these variables to explore the field further and that too by taking the subjects as teacher educators who are preparing the teachers to teach the secondary and senior secondary classes. Moreover, quality of teacher educators is a matter of national importance. As they are the role models for prospective teachers and what they imbibe gets multiplied in the subsequent generations.

Indian Education Commission (1964-66) has also highlighted and emphasized the importance of teacher as "nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". The present study highlighted the points - how job stress, job satisfaction, adjustment, educational and professional interests are affected by the placement of the teacher educators so that suitable measures can be taken by principals, management, society and at the government level.

The study would help to understand and find out job stress, job-satisfaction, interest and adjustment level of teacher educators working
in government and private Colleges of Education in the State of Punjab. Study would also help to find out difference among teacher educators working in colleges managed by government and private organizations and their related causes of differences.

It is expected that study might help in solving some of the problems of teacher educators leading to the difference among teacher educators as related to their job stress, job satisfaction, interests and level of adjustment.

The study would be useful for the administrators to provide congenial atmosphere to the teacher educators for their job satisfaction, interests and adjustment so that they may prove useful unit for their institution.

Professional efficiency, zest and zeal for working of teacher educators depend to a great extent on the satisfaction which they deserve from teaching, positive attitude towards teaching, stress free environment, appropriate adjustment, personality make-up, on their educational and professional interests and creativity. They will return the same in equal degree to the prospective teachers placed under them. Teachers with satisfaction in their job, favourable work conditions, suitable adjustment and having adequate educational and professional interests can surely play the role of nation builders. Thus results of the present study guide and direct the prospective teachers in their entire teaching career. Hence, the findings of the present study certainly add to the already quantum of knowledge in the field of teacher education and assist in properly planning, organizing, guiding the teacher education field and making it more rewarding and academically more challenging.
1.10 DELIMITATION OF THE STUDY

The subjects of this study were teacher educators working in government, private and private but temporarily recognized by NCTE Colleges of Education in Punjab and U.T. Chandigarh. The number of teacher educators in the study was 20 and they were teaching the B.Ed. trainees. The colleges in which the subjects were working were taken on the basis of random sampling.

1.11 DEFINITIONS OF KEY TERMS

1. Job Stress:

It is the anticipation ability to perceive demand accompanied by anticipation of negative consequences for inadequate response. In job stress, events must be considered i.e. physical, social and work environment; individual's perception of the demand; individual's actual response and the consequences resulting from the responses. Its measurement is the score on Occupational Index Scale by Srivastava and Singh (1984).

2. Job-satisfaction:

It is the extent of match between worker's expectation (also aspiration) and the rewards the job provides and the value it creates and gets cherished. Its measurement is the score on Job Satisfaction Scale by Singh and Sharma (1986).

3. Professional and Educational Interests:

Professional and educational interests are defined as one's own pattern of profession, likes and dislikes preferred in any manner,
wisely or unwisely by self or any other source for an educational areas or subject (Sundram, 1998).

4. Adjustment:

Adjustment refers not only to person's overt behaviour but his adjustment with the environment. It is a way of reacting to external stimulus. Its measurement is the score on Teacher's Adjustment and Inventory by Mangal (1986).

1.12 ORGANIZATION OF RESEARCH REPORT

After having presented the introductory remarks along with the objectives of the study in chapter first, the second chapter has been devoted to the theoretical view points about different variables and third chapter to the review of related studies and hypotheses on which the present study has been advanced. The fourth chapter deals with the method and procedure. The fifth chapter gives details of analysis of data alongwith discussion of results. The sixth chapter deals with the summary, findings and suggestions for further research.

The bibliography and appendices have been given at the end of the thesis.