CHAPTER II
2.1 JOB STRESS

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

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 exist in fulfilling strong needs or values.

We are living in an era of growing complexities and pressures 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 inter play 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 atop each kidney. Stress is not just what happens to us but how one reacts to what happens to us and this reaction is controlled by our mind and emotions. So deal with any situation under modern days is to be under stress. Positive stress keeps us on our toes and enhances our performance. Positive stress coupled with relaxation is a good method to enhance performance. It is a dynamic force that distinguishes between the active business of living and passive existence.

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 clotting, increase in smoking, drinking and food intake and an increase in irritability and irregular beating of the heart. It is when we lose the ability to return to baseline to relax that stress 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 than 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 begin their careers so enthusiastically that they devote all their time to the profession. They feel that they have less than normal social life because they spend their free time at work or alone. The people most susceptible to stress are extremely dedicated, over achievers who are perfectionists and excessively goal oriented. Many hours are spent planning teaching, working on teaching strategies, preparing the necessary administrative paper work, 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 responsible for the training of pupil teachers. Their adequate supervision is mandatory. Teacher 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

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

The term “Job Satisfaction” has been given different connotations since its inception. It is 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”.

In the opinion of Brayfield and Arthur (1951), “job satisfaction refers to how people feel about different jobs”.

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 judgment 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 result of various attitudes possessed by an employee. In a ‘narrow’ sense they observe: “these attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, advancement
opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment of employees and other similar items”.

Porter and Lawker (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), “Satisfactions 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 as the result of various attitudes a person holds towards his job, towards related factors and towards life in general.

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, provided these values are congruent with or help to fulfill 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 measure of the quality of life in organizations. 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”.

Job satisfaction is the total body feeling that an individual has about his job. This total body of feeling involves in fact, weighing up the sum total of influences on the job, the nature of the job itself, the pay, the promotion prospectus, the nature of supervision and so on.
Where sum total of influences gives rise to feelings of satisfaction, the individual is job satisfied, where in total they give rise to 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 make a job satisfying or dissatisfying does not depend only on the nature of job, but on the expectations that individuals have from their jobs. When a man satisfied with his work, not only does he alone but also the employer gets benefit. The community profits on the score of individual and the well being of the society in general is improved. Job satisfaction has three aspects viz.

(i) Job aspect  
(ii) Personal aspect  
(iii) Inter-personal aspect.

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

Job satisfaction and life satisfaction are often found to be closely related. One point is clear about job satisfaction that it is dynamic. One cannot establish high job satisfaction once and then forget about it for several years. It usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and generates interest in work. When work becomes interesting it gives personal pleasure to workers 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 conditions of work, advancement opportunities etc. Apart from such factors as employee’s age, health,
temperature, desire and level of aspiration, family relations and social status have to be taken into consideration in order to have a complete understating of the term.

To define job satisfaction is a difficult task, because there are various definitions depicting different dimensions, but one frequently used is that job satisfaction is favourableness or unfavourableness with which the employees view their work. It results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations as compared to rewards.

Vroom (1964) defines job satisfaction as "the positive orientation of an individual towards all aspect of work situation". So, the job satisfaction is resultant of a host of orientation to specific aspects of job.

Locke (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from appraisal of one's job experiences". He further considered that job satisfaction of attributes of individual, not of any collective, depends upon the individual's values.

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

Lavingia (1974) stated - "job satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation."
Pestonjee (1982) pointed out that job satisfaction like any other attitude, represents a complex assemblage of cognitions (beliefs or knowledge), emotions (feelings, 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.

THEORIES OF JOB SATISFACTION

As to the theoretical explanation of what makes a worker satisfied or dissatisfied a number of theories of job satisfaction have 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 circumstances, 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 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. High 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 managers in the UK and the USA report that security belonging, esteem and self realization needs are progressively less satisfied according to the pattern of need priority model.

Porter (1962) in his study of Managers in the United States reports that their higher order needs are less satisfied than their lower order needs, first level supervisors feel less satisfied than middle managers. This relationship agrees with the need 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.

This theory suggests that explanation of job satisfaction requires both the use of work role and personality variable and that these two sets of variables almost always interact with each other. The satisfaction that an individual derives from a work role or the valence of a work role to its occupant is assumed to be the function not only of the objective properties of that work but also of the motives of the individuals. Thus, the model holds that job satisfaction is a function of the product of a work role and a related motivational variable.

This model basically utilized the concept of valence, expectancy and force. The term valence according to Vroom (1964) refers to affective orientations towards particular outcomes. An outcome is positively valent when the person prefers attaining it to not attaining, a valence is zero when the person is indifferent to attaining it or not
attaining it, and it is negative when he prefers not attaining it to attaining it. The concept of 'expectancy' belief concerning the likelihood that a particular act will be followed by a particular outcome. As far as the concept of force is concerned, it remains to be specified how valence and expectancies combined in determining choices. The directional concept in Vroom's model is based on the Lenipian concept for force in which behaviour on the part of a person is assumed to the result of a field of force each of which had direction and magnitude to job content. Maintenance factors are on the other hand, mostly related to the external environment of the job. They are mostly environment centre and related to the job context. The distinction between job content and job context is quite similar to the distinction between intrinsic and extrinsic motivators. The two factors arguments simply demonstrate that the hygiene factors are not enough and that motivational factors should be there if satisfied workers are to function at their best.

4. Expectancy or Vroom's Theory

Vroom (1964) combined a number of variables into his theory. He emphasized the role of expectation in motivating the employees of an enterprise to higher levels of individual performance or productivity. It is also widely accepted as a more plausible explanation of job satisfaction dynamics (Porter and Lawker, 1968; Green, 1969; Campbell, Dunnette, Lawker and Weick, 1970; Heneman and Schwab, 1972; Mitchell and Albright, 1972; Pestonjee, 1973; Lawker, 1973; Dachlar and Mobley, 1973; Behling and Starke, 1973; House, Shaprio and Wahba, 1974, Walous and House, 1974; and Mitchell, 1977).
5. Adam's Equity Theory

Equity theory on job satisfaction proposed by Adams (1963) and Weick (1964) lays down that a major share of motivated behaviour is based on the perceived situation and not necessarily on the actual set of circumstances. A major determinant of job satisfaction is the degree of equity or inequity that an individual perceives in a work situation. The degree of equity is defined in terms of ratio of an individual's inputs (such as efforts) to outcomes (such as pay) as compared to a similar ratio for another individual.

This theory is essentially a social comparison theory in which an individual evaluates his inputs vs. outputs derived from a given situation relative to those of another, where this 'other' may be a person, a group, an organization or the individual himself relative to his experiences from an earlier point in time. To the extent that an individual perceives an imbalance in this relationship (i.e. inequity), it is postulated that he will experience dissatisfaction and be motivated to engage in some kind of activity which will restore equity.

Adam argued that inequity is a source of tension which an individual is motivated to reduce. According to this theory if an individual thinks that he is being paid less than his co-workers for the same amount and quality of work, he would feel dissatisfied.

2.3 ADJUSTMENT

Concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as he proceeds on the photogenic scale from the lower extreme to the higher.
If you examine the various activities of the individual life, you will find that most of them involve adjustment of the individual to his vocational, social and economical problems. The process of adjustment starts from birth of the child and continues till his death. Psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus we see that adjustment for varying conditions of social or inter-personal relations in the society.

Therefore adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. Observe the life of the child, who is asked to do this and not other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interactions with his family environment. There are other demands which may be termed as internal as food, water, oxygen and sleep etc. If we don't fulfill these internal demands we feel uncomfortable. With the development of the child, these psychological demands go on increasing and become more complex.

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

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

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

According to Shaffer & al. (1959) "Adjustment is a process by which living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs. Human beings are born with varying needs, the frustration of which leads to
maladjustment. These needs are food, drink, sleep, temperature regulation, human company, social approval, a sense of self-esteem and love. When these needs are thwarted, these produce significant effects on behaviour making the person maladjusted to this environment.

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 situations, 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 individual's efforts to deal with stress and meet his needs". In this context Coleman defines 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 considers 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-adjective behavior. 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 mechanism of behaviour". Clarifying the nature of adjustive and integrative behaviour, Shaffer and Shoben write, "The drive-instigated behaviours are adjustive in that they reduce tensions; they are also integrative because they facilitate further satisfaction 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 mal-adjusted 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 tensions 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, 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:

(i) **Physical Health:**

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

(ii) **Psychological comfort:**

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

(iii) **Work Efficiency:**

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

(iv) **Social Acceptance:**

Every body wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, he may be called as well adjusted, but if he satisfies his needs by anti social 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 of 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 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 maintains 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 a relative merit of either of the adjustive process requires making value judgement. The human beings have 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 theory, 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 defies 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 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 actions. Neurosis is caused by the constant interaction of three forces:

(i) The powerful unconscious instinctive impulse
(ii) The ego
(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 the 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 Adler (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 as the primary cause 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 superiority in different fields using a variety of approaches. The desire to dominate is the choice of profession, vocation, and friends etc. Adler concludes that the desire for superiority is the
universally acceptable goal to 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 may be some of the 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.

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

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

In the present study adjustment has been operationally defined as persons 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 Adjustment Inventory (1986) is the Measure of adjustment.

2.4 INTEREST

Interests are one of the important traits of the personality of an individual which have significance for educational and vocational success and satisfaction. These traits are manifested as likes, dislikes, indifferences, preferences and evaluation.

Interests are related to some extent with educational and vocational choices but are too deep seated and too general to be perfect indicators of any such specific outcomes as educational or vocational choices.

The knowledge and understanding of a child's interests become a major factor in educational guidance. An educational plan related to the child's ability and aptitudes may fall short of realization because it is not consistent with his interests and fails to simulate the desired application of effort on his part.

"Millions of the items of the outward order are present to my senses which never properly enter into my experience. Why? Because they have no interest for me. My experience is what I agree to attend to. Only those items which I notice shape my mind – without selective interest, experience is an utter chaos. Interest alone gives accent and
emphasis, light and shade, background and foreground – intelligible perspective in a word". (By James, as quoted by Taneja, 1989).

Interests thus are very important traits of the personality of an individual. Let us try to find out what interests are.

No clear-cut definition of interests exist. At the one extreme is the causal liking or disliking directed towards a single object, person, idea or job level. At the other extreme is the definition in which interests are structured out of the individual's attempts to match his self-estimate with the competitive reality of jobs and activities in which he chooses to engage or is forced to engage. Strong (1931) says that interests are the sum total of likes and dislikes for a wide range of stimulus objects and activities. Bingham (1937) writes, "An interest is a tendency to become absorbed in an experience and to continue it". Murphy says, "Interests are conditioned stimuli related to goal, objects and expressed as likes or dislikes of activities, objects, characteristics people in the environment". That means an interest is an expression of like or dislike towards an object or activity, of moving towards or away from the object or activity.

The term "Interest", has been used in many senses. The four most common ways in which it has been used in literature on vocational guidance as given by Super (1950) are as follows:-

(i) **Expressed Interest**

This refers to the verbal profession of interest in an object, activity, task or occupation. These expressed or "specific interests" as called by Fryer have been shown by research to be quite unstable in the child and in the adolescent though a fair degree of stability has been found in the expressed interests of adults. The lack of stability is due to the fact that the immature individual's judgement about liking and
disliking an activity is considerably influenced by other factors associated with the activity rather than by the intrinsic elements of the activity itself. For instance, a boy likes Mathematics when the fact may be that he likes his mathematics teacher and has no special interest in the subject itself.

(ii) Manifest Interest

This refers to the actual participation in an activity or occupation. Such type of interest is open to objective observation. If a boy, for instance, paints beautiful posters for the school exhibition, we assume that he is interested in artistic activities. The participation, however, may be due to factors other than a real interest in artistic activities, for instance, this may be the one way open to the boy through which he may get himself accepted as a member of a group of boys whom he very much wishes to join.

Similarly, a real interest may fail to manifest itself in activity due to environmental limitations.

(iii) Tested Interest

This refers to interests as measured by objective tests, as differentiated from inventories which are based on subjective self-estimates. Such tests measure interest in different types of activities through specialized vocabularies, the assumption being that interest in a certain type of activities should lead to greater familiarity with the terms related to that type of activities than with terms related to the other types of activities. Green's Michigan Vocabulary Profile Test is an objective test of interest.
(iv) Inventories Interest

This refers to interest as measured by lists of activities etc. to which the subject responds on the basis of his liking or dislike. These interests differ from ‘professed interests’ in being more subtle, valid and less subjected to ‘faking’ as in the inventory every possible response to every item is given an experimentally determined weight, and the scores on the various items are added to give total scores for various activities. Research has shown interests assessed by this method to be rather stable ‘not only in mature individuals but also in adolescents’.

The interests have certain general features. They are:

a) Interests are an aspect of personality development shaped by both hereditary and environmental factors.

b) Vocation and vocational interests appear to run in similar directions for a large proportion of individuals. The interests of individuals tend to become less varied with increasing age.

Interests and aptitudes are often assumed to go together and interests are inferred from aptitudes or vice versa. The idea behind the presumption is that a person develops interests in the things which he can do well. Aptitude leads to success in particular activity; the success is followed by extrinsic rewards such as feeling of satisfaction for work completed and completed well.

The rewards bring about feelings of satisfaction and pleasure in the individual and to get feelings of satisfaction and pleasure again, the individual repeats the activity. This desire to go in for the activity again and again is called interest. On the other hand, the
individual who lacks aptitude for a particular activity meets with failure in the end and hence with punishment, e.g. ridicule, feeling of shame etc. These unpleasant feelings thus aroused tend to keep him away from a repetition of this activity; he develops a dislike for that activity.

Research has shown the existence of a low to moderate degree of relationship between aptitudes and interests. This, however, is no proof of a casual relationship between the two. Besides, the relationship is not sufficiently strong to justify the making of inferences about the one on the basis of data about the other.

**Abilities, Interests and Achievement**

There exist a relationship among abilities, interests and achievement. Strong describes this relationship by the analogy of a motor boat with rudder. The motor (abilities) determine the speed of the boat, the rudder (interests) determine the direction in which the boat travels by and the distance traveled the boat (achievement) is a result of the operation of both the motor and the rudder. That means interest is not a separate psychological entity but merely one of several aspects of behaviour. Studies have shown that there is a moderate relationship between intelligence and interest, the correlation ranging from +0.4 to 0.5 depending upon the nature of the interest. This means that it is difficult for a person to develop interest for something which he does not have the intelligence to understand.

The problem of educational under achievement may be traced in most cases, to the lack of relationship between the pupil's ability and his interests. It is no doubt true that often ability is a factor in the development of interests. A child's success in any task depends upon his ability to perform the task. The achievement of success serves
a two-fold need. It brings him social recognition as well as self-esteem. Both are satisfying experiences, and consequently, lend a value to the task attains a special significance in the child’s life. Failure in a task produces the opposite result. The unpleasant effect is transferred to the task and the child develops a dislike for it. In this manner, interests become related to the child’s intrinsic ability or inability to achieve success. But all interests are not by-products of the child’s abilities or aptitudes. Interests are also the outcome of the child’s endeavour to satisfy his need for social belongingness and social conformity. The child accepts the norms and values of his social group. This lends special significance to the objects, activities and situation related to those norms and values, either positively or negatively.

Thus, socio-economic and cultural factors also play an important part in the development of interests. The son of a successful medical practitioner often likes to be a doctor in spite of his poor academic ability or his weak scientific aptitude. Similarly, a child’s suppressed hostility for a parent, or the dislike of a school subject teacher, may create in him an aversion for his studies or for a particular subject of study despite his superior ability or aptitude.

Different Types of Interest Factors

It is rather difficult to isolate different types of interests. Some studies have succeeded in isolating them though it is merely a case of different terminology. A synthesis of the result of these studies shows up the following interest factors:

2. Literary. Interest in the use of words and verbal concepts.
4. Artistic
5. Musical
7. Contact: Interest in dealing with people for the sake of material gain.
8. Political Interest.

**How Interests Develop**

Interests are basically determined by environment and heredity. Berdie believes that sex differences in interest are related to psychological or physical variables. He also reports that measured vocational interests apparently reach a point of relative stability soon after physical and intellectual maturity.

Fryer (1937) is of the opinion that interests are primarily of environmental origin. They appear to have a chance relationship with abilities. Training and environmental factors, many of them chance stimulations, are the main cause of vocational interest.

Family is the greatest single agency in determining vocational choice. School has a great influence on vocational interest. In one group that Berdie studied, 32% reported as the reason for choosing a vocation the influence of a favourite school subject. Another 10% were influenced by their teachers. Hobbies and occupations are vital instruments in vocational selection. He concludes, “No one factor, ability, school or work experience plays a large part in determining vocational interests yet all of these factors are related to interests to some extent. Vocational interest is a complex phenomenon resulting from a multiplicity of conditions. Family influences are among the more effective factors; determining interests and abilities are among the least effective factors”.

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Stability of Interests in relation to Age

Interests have a reasonably high degree of performance. The correlation between occupational interest scores when there is an interval of ten years is +0.75. Part of the lack of performance in interest is caused by changes in interest with age. But according to Strong (1931), the correlation between the likes of 15 year old and 55 year old men is +0.57; that between 15 and 25 year old men +0.32 and that between 25 and 55 year old men +0.88.

Fryer (1937) summarizing the various findings, estimates that there is an increasing performance throughout elementary school, high school and college. However, it should not be inferred that changes in interests do not occur after 18 years of age. There are exceptions. Interests in specific areas may fluctuate to some extent. For example, a person may lose interest change in basic interest patterns would be the exception to the rule.

Fryer (1937) concludes that there is considerable stability in the individual’s interests and even though the degree of permanence is insufficient for the prediction of future interests.

The assessment of interests of school pupils can be achieved by two methods:

1) Observation
2) Measurement

The observation may be direct or indirect. A school counsellor may have the opportunity to observe the degree of involvement in a task persistently manifested by a child over long periods of time. Or the counsellor may draw his information from the
observation made by other persons, like the teachers, parents etc. Interests are measured by a sampling of a wide variety of objects, activities and situations liked and disliked by a pupil. The typical character of these objects, activities and situations, defines a pupil's pattern of interests. The interest inventories and scales are such measures of interest.

How to Assess Interests

Assessment of interests is very important for providing vocational guidance. The aim is to discover the degree to which the individual possesses the general pattern of interests that characterize successful workers in specific occupations. Strong and others who have been stressing vocational interest inventories base their work upon this fact that "Men engaged in a particular occupation have been found to have a characteristics pattern of likes and dislikes, which distinguish them from men following other professions". The conclusion follows logically that one who possesses to a high degree the interests that characterize physicians as a group and possesses to a low degree the interests that characterize engineers as a group should give weight to this fact in making his vocational plans.

The United States has played the leading role in the development of measures of interests. The inventories which have been developed yield scores that indicate interests according to three types of classification:

a) Interests in specific occupations
b) Interests in families of occupations.
c) Interests in broad fields, which may cut across vocational groups.
The outstanding example of an inventory of the first type is represented by the occupational scales of the Strong's Vocational Interest Blank for Men.

**Professional and Educational Interests:**

Professional and Educational interests are defined as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or any other source for an educational area or subject.

Professional and Educational Interests of teacher educators denotes their professional and academic achievements and pursuits during their career as a teacher educator. These achievements include the addition of any educational and professional qualification during their career as a teacher educator, books and articles published, research work done, the reading done, participation in seminars, workshops etc., holding of any positions in professional organizations and committee etc.

Professional and Educational interests of teachers means they are well qualified and always make efforts to increase their qualification. They write research based books, text-books etc. they like cultural and literal activity. They teach and do preparation of lesson plan seriously. They enjoy educational programming as micro-teaching, block teaching, open air camps.