

CHAPTER NO – II

REVIEW OF THE RELATED LITERATURE

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CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1. Introduction :-

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher.

2.2. Meaning and Importance

The phrase "review of literature" consist of two words 'Review' and 'literature'. The term 'review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. There are some reasons for review of literature.

- i) Indication of direction.
- ii) Pre-requisite to plan of study.
- iii) Avoiding duplication.
- iv) Source of problem of study .
- v) Clear picture of the problem.

2.3. Studies on mental health of teachers

(A) Studies conducted abroad

Mills and Rogers (1954) studied the personal problem encountered by teachers. He reported that a good percentage of men and women teachers

faced problems of adequate salaries, arranging interviews with parents, teaching dull pupils, grading and marking, promotions and detention, teaching to large classes, domestic obligations and handling maladjusted children, etc.

Clarot, S., Bedregalg., G.P (2003) conducted a study on mental health of teachers from 12 basic schools in a suburban community, in Chile. The 12-question version of the Golberg health questionnaire was administered to 139 teachers, but only 120 teachers (99 females and 21 males) answered the questionnaire . A possible emotional problem was detected in 28.6% . The life prevalence of mental health problem was 32%. Relationship with children was the best perceived and relationships with superiors were the worst perceived. The age and number of working hours were the two risk factors for mental problems identified in the sample.

Vivane Kovess (2006) conducted a study on teachers' mental health and teaching levels in France. A survey was carried out on teachers aged 20-26 (N= 3586). Some teaching levels, depending on the teachers gender were found to be at higher risk of mental health problems. The main occupational risk factor identified were lack of support from colleagues, and to a lesser extent depending on the mental health problem, the fear of physical or verbal abuse are the reasons, the teaching profession was chosen.

(B) Studies conducted in India.

Mohanty (1989) had studied mental health of 136 secondary school teachers and found that, mental health scores of secondary teachers' of all the schools shows a pattern of normal distribution . There is no difference in mental health of male and female teachers as such sociometric status and mental health scores are positively and significantly correlated .

Senapaty et al (1995) conducted a study on teachers' Mental health, effect of sex and management of schools. The main findings of the study were ,

- (i) sex had significant effect on secondary school teacher's mental health favoring male teachers, and the interaction of sex and management of school has significant effect.
- (ii) Sex had significant effect on secondary school teachers self concepts favoring male teachers.
- (iii) Sex had significant effect on secondary school teacher's concept of life in favor of male teachers.
- (iv) Sex had no significant effect on secondary school teacher's perception of self amongst other.
- (v) Sex and management of school had no significant independent and interactive effect on secondary school teachers' perception of others
- (vi) Sex and management of school had no significant independent and interactive effect on secondary school teachers personal adjustment .
- (vii) Sex and management of school had no significant independent and interactive effect on secondary school teacher's record of achievements.

Ahuja (1974) attempted to study the mental health of 50 students teachers (27 males and 23 females). An abridged form of Masuni's group personality test was used as a data collecting tool. It has been found that 90% of the student teachers have average mental health. Mental inefficiency arising out of just pressure of circumstances afflicts only 2% and "neurotics" constitute 8%.

Manisha Singh (2001-2002) conducted a study on assessment of mental health status of middle- aged female school teachers of Varanasi city. Sample of 50 middle aged female school teachers was selected randomly from 15 govt. recognized girl's schools of Varanasi city. The overall assessment reveals that though the subjects are

normal in general, but a substantial proportion is at risk of developing psychosocial stress generated problems that may effect their mental health. Modification in coping strategies and planned intervention are desirable.

2.4. Studies on job satisfaction of the teachers

(A) Studies conducted abroad.

Bentsen Williams and Hukman (1980) in an investigation conducted in the late 70's reported that slightly more than 75% of the teachers were satisfied with their job. In the later study important difference in job satisfaction were discovered at various levels of teaching. Elementary teachers presented more satisfaction with their jobs than secondary teachers.

Evers (1992) conducted a study on factors effecting job satisfaction of secondary school teachers in Michigan . There were interesting differences between stayers and potential leavers. Stayers had higher satisfaction scores less stress and more sincerity. They perceived work conditions more favorably but did not differ from Leavers in terms of the extent of roles and responsibilities under taken.

Sarh Hean; Roger Carectt (2001) conducted a study on sources of job satisfaction in science secondary school teachers in Chile. The nature of job satisfaction in Chilean secondary science teachers is investigated and causes of satisfaction and dissatisfaction identified. Teachers mentioned most often their satisfaction with interactions with students, relationships held within the school and opportunities to the development of society, future generation or the individual. Sources of dissatisfaction are poor salary, excessive work load, students' characteristics, resources and infrastructure.

(B) Studies conducted in India.

Anand (1977) conducted a study on " Job satisfaction and work role variable" and found that fifty percent teachers working in school, were

reported to be dissatisfied. Greater percentage of post graduate teachers both in arts and science group was found to be satisfied, than the percentage of graduate teachers. There exists no linear relationship between age of teachers and their scores of job satisfaction.

Dixit (1986) Conducted a study on " A comparative study of job satisfaction among primary school teachers and secondary school teachers." and found that female teachers were more satisfied than male teachers both at primary and secondary levels. At the primary level the group senior most in age was most satisfied and the middle age group was least satisfied. Among the secondary school teachers, those with greater length of service were more satisfied.

Sekar and Ranganathan (1988) conducted a study on job satisfaction of graduate teacher in Coimbatore and found that the young teachers were more satisfied in their jobs than the elders, regarding the level of job satisfaction, half of the teachers were below the average level of satisfaction.

Raj. P. and Mary, R.S. (2005) Conducted a study on Job satisfaction of government school teachers in Pondicherry region.

The findings were job satisfaction of government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39% of the government school teachers had low, (40% had average and 81% high) level of job satisfaction between gender, mediums of instruction, locale, educational qualification, salary and religion. There was no significant difference among teachers in irrespective of experience, age subject and type of school .

Khatoon Tahira & Hasan (2000) conducted a study on ' Job satisfaction of secondary school teachers in relation to their personal variables, sex, experience , professional training , salary and religion. They found that majority of teachers, like their jobs. The female teachers had a greater degree of job satisfaction than the male teachers . Fresh teachers

drawing low salary were more satisfied than their seniors. Teachers training was found to influence negatively, whereas religion was not found to make any effect on the teachers job satisfaction.

2.5. Studies on mental health and Job Satisfaction of teachers.

(A) Studies Conducted a broad .

Travers and cooper (1993) conducted a study on mental health, job satisfaction and occupational stress among UK teachers. Results revealed that teachers as compared with other highly stressed occupational groups, experienced lower job satisfaction and proper mental health. Job pressure factors of management structure of the school and lack of status and promotion were the predictors of job satisfaction. Mental health was predicted by a variety of job pressure and personal factors, but predominately linked to job pressure of ambiguity of the teacher's role. Intention to leave was highly related to mental ill health in teachers.

Michiko Nagail, Kenji T. Suchiya, Timothea toulopoulou and Nori ; conducted a study on poor mental health associated with job dissatisfaction among school teachers in Japan. The study aimed to compare the likelihood of having minor psychiatric disorders (MPD) among school teachers with that among civil servants. The Proportion of subjects with MPD among teacher was greater than that among civil servants, the difference in the proposition was not statistically significant in the multiple logistic regression analysis adjusted for potential confounders . In a separate analysis of the teachers' reduced job satisfaction and shorter time spent of leisure were significantly associated with an increased likelihood of having MPD. When this analysis was conducted separately for male female teachers. Job dissatisfaction alone was associated with MPD only in female teachers. Poor mental health of Japanese school teachers, female teachers in particular, was found to be associated with job dissatisfaction.

(B) Studies Conducted in India.

Anand (1986) developed RCE mental health scale and studied the inter relationship between mental health and job satisfaction and teachers attitude towards the children with reference to the admission procedure of four teachers training colleges in Orissa. He had pointed out that professionally satisfied teachers were mentally healthy and have a favorable attitude towards teaching .

Pardhan et al (1995) conducted a study on effect of mental health job satisfaction, sex, management of school, teaching experience and educational qualification on teacher effectiveness . The result of the study revealed (i) the independent and interactive affectiveness was significant (ii) Sex and management of the school had no significant independent effect on teachers' effectiveness. Where as the interactive effect of sex and management was found significant . (iii) teaching experience and educational qualification had neither independence nor interactive effect on teachers' effectiveness.

Panda (1995) conducted a study on job satisfaction of secondary school teachers in relation to their mental health, age, sex and management of school. The result of the study navigated; (i) mental health has significant effect on secondary school teacher's job satisfaction . Age has no Significant effect. (2) Sex and management of school have no dependent and interactive effect on secondary school teachers' job satisfaction . (3) Interactive effect of sex and the management was significant .

Srivastava,B (2003) conducted a study to determine the mental health , values and job satisfaction among teachers of Hindi and English medium school. The finding was that, mental health level of both the Hindi and English medium teacher is normal and satisfactory on the whole but there is still more scope for its improvement , particularly in the case of English medium

male teacher. Male English medium teachers are significantly higher on health value . Female counterparts are more poor to the Knowledge and social values, whereas Hindi medium teachers lay greater stress on patriotism , power and economic values. Job satisfaction of these teachers is quite normal and satisfactory, but there is still more scope. Health and religious values are positively correlated with mental health among English medium female teachers but knowledge value is negatively correlated with mental health in this very group.