CHAPTER II

Review of Literature

In psychological research literature review is a crucial aspect covering vital estimation of the earlier and already existing studies. It provides an insight in the mind of the investigator. Hence, an effort is made to review the studies of related variables involved in the present investigation.

The relevant and available studies are mentioned here in brief have been classified in the following heads;

- Studies related to Organizational Climate.
- Studies related to Job Anxiety.
- Studies related to Job Satisfaction.
- Studies related to Mental Health.
- Studies related to Correlation among the studied variables.

2.1 Studies related to Organizational Climate:

School climate is a necessary link between school structure, attitude & behaviour of the teachers. It was found that formal characteristics of school influenced the perception of teachers towards their school organizational climate (George & Bishop, 1971). School environment represents a composite of the mediating variables that intervene between the structure of an organization, its style and other characteristics of school leaders and teacher’s performance and their satisfaction (Sergiovanni et al. 1988).
The rate of absence, disinterest and dissatisfaction towards work and job of individuals who worked in closed organizational climate is significantly higher than the respective rates for person working in an open organizational climate. Study also revealed that the rate of absence and disinterest is significantly lower among females and they are more satisfied with open climate than the male teachers (Hamid, 2003).

Amaranth (1980) studied organizational climate of government and private high schools and found that the government high school teachers perceived favourable school climate is obviously main factor that enhanced their level of job satisfaction compared to the private school teachers. Those teachers who are happy with their organizational climate exhibited higher level of job satisfaction.

Deshpande (1985) studied organizational climate of high school teachers. The results revealed that the teachers of government high schools have favourable climate which is; autonomous, controlled, familiar and parental. Whereas the private school teachers perceived closed type of climate.

Grace (1997) reported in his study that open school climate affects the organization in a positive manner which provides an environment where members enjoy high spirit. The principal facilitates teachers for accomplishment of their tasks and at the same time provides an environment that permits cordial relationships. In such environment, teachers obtain job satisfaction and are sufficiently motivated to overcome difficulties and frustration, workout things to keep the organization run efficiently. Therefore, the teachers feel proud to be associated with the government schools compared to their counterparts.
Khurana (2009) reported that organizational climate is the main key factor which enhanced job satisfaction among the teachers, whereby the government high school teachers perceived open type of school climate as; familiar, autonomous and healthy and they exhibited higher level of job satisfaction. Whereas the private high school teachers indicated closed and controlled type of school climate. Study also revealed that married teachers are highly associated with open type of school climate than unmarried teachers with unfavourable school climate.

Mohan and Ashok (2011) studied organizational climate of teachers and found that government high school teachers perceived better school climate which enhanced the level of job satisfaction among them than the private high school teachers.

Singh (2011) reported that school climate and its factors play an important role in teachers job satisfaction, hence teachers working in government school climate perceived that open and autonomous climate play vital role in teaching-learning. While, the private high school teachers perceived unfavourable school climate.

Babulal (2012) found that school climate influenced teachers in different way, viz, open or unfavourable school climates, teachers working in government high school exhibited favourable climate as supportive, better teaching-learning and shared good rapport between the staff significantly than those working in private school teachers who exhibited to unfavourable school climate.

Yusof (2012) reported that government high school teachers perceived favourable as healthy climate, influencing better academic outcome, and that the climate promotes development among teacher’s beliefs and directly influenced on
students-learning. Whereas private school teachers experienced above mentioned characteristics to a lesser extent.

Abbas and Parvin (2004) in their study found that, the organizational climate is the main key factor which influenced job satisfaction and its various modes of satisfaction though open type of school climate, better salary, healthy environment, and stress free job are the foremost reasons that influenced satisfaction among teachers. The availability of teaching aids and well equipped classrooms also enhanced the job satisfaction of teachers’.

While on the other hand Heflich (1994) studied organizational climate of independent (private) and government high school teachers and found that they differ significantly with respect to organizational climate; specifically the independent (private) school teachers perceived better school climate as favourable compared to the government ones. (McGrath & Nobel, 2010; Bear, et.al 2011) concluded that teaches of private schools were perceived open / healthy as favourable school climate compared to government school teachers.

Hoy and Clover (1986) demonstrated that school development depends on the openness of the school organizational climate, its effectiveness and efficiency of the teachers and the headmaster. They also explored that male teachers are happier with their school environment than female teachers.

Ismael et al. (1995) conducted a study on organizational climate and job satisfaction of teachers. The results revealed that the male teachers perceived open type of school climate more favourable than female teachers. They also explored that open type of school climate increased their level of job satisfaction. Hence, it is true that the open type of school climate has definitely provided, job security, supportive
organization, higher intimacy and humanized thrust as compared to closed type of climate.

Timothy (2003) concluded the male teachers are more satisfied than their counterparts; their active participation in the organization improved teaching-strength and dedication towards their work.

Ilhan (2007) found that male teachers with open type of school climate experienced intimacy, support and actively engaged in school activities and administrative work compared to female teachers. The unmarried teachers reported open school climate as friendly, supportive and healthy than married ones. He also explored that teachers with higher educational qualification reported open type of school climate to be favourable compared to teachers with lower educational qualification. The experienced teachers perceived open type of climate whereas the younger teachers exhibited unfavourable school climate.

Whereas, Carolyn and John (1996) reported that female teachers perceived open type as favourable school climate and were more committed towards school improvement than male teachers. The teachers with advanced degree tend to report more involvement in administrative work and teaching-learning, whereas teachers with less advanced degree felt difficulty to complete the assigned work for which they are not qualified, (Choy et al., 1993; Roth, 1986) this problem was found to be high especially in curricular department such as, mathematics and science and also in geographical areas like urban schools of district places that are overwhelmed by lack of qualified teachers.
While on the other hand Maheshbabu and Jadhav (2013) studied organizational climate of secondary school couple teachers. The result revealed that the total mean score of organizational climate of wives accounted for 131.20 ($SD = 23.43$) which is slightly more than the total mean score of husbands i.e. 130.82 ($SD = 22.31$) and the t-value is 0.09, which is not significant at 0.05 level. It indicates that wives exhibited slightly high openness, autonomous, supportive and familiar type of school climate compared to their husbands.

Parivash et al. (2012) reported that favourable school climate plays a significant role in teacher’s job satisfaction; the favourable school climate decreased the level job dissatisfaction among teachers. The favourable organizational climate also decreased the job insecurity and increased the level of job satisfaction. Further it is also revealed that teachers with more job experience exhibited higher level of job satisfaction and, perceived better school climate as favourable compared to those with lesser job experience.

Paula, et al. (1994) reported that teachers with more job experience exhibited open school climate as favourable / positive than teachers with lesser job experience. The older teachers perceived that open type of school climate is associated with higher job satisfaction compared to teachers with lesser job experience. It was also found that organizational conflicts are negatively associated with job satisfaction which is obvious with the teachers working in unfavourable school climate, the organizational conflicts decreased the level of involvement in school decision making and increased job dissatisfaction.
Robert (1968) in his study explored that teachers of informal organization exhibited keenness towards open type of school climate and were found committed towards teaching; that gave them pleasure and good rapport with students and colleagues compared to teachers of formal organization with unfavourable school climate. He also explored that the elder / senior teachers are more committed towards informal organizational climate as compared to younger ones.

2.2 Studies related to Job Anxiety

The studies on high school teachers and particularly on job anxiety are almost not available. Hence only two available studies are reviewed here. The remaining studies on job anxiety on different sample are reviewed here.

Maheshbabu and Jadhav (2013) studied job anxiety of secondary school couple teachers. The result revealed that total mean score of job anxiety of wives is 27.68 ($SD = 8.92$) which is slightly higher than the total mean score of husbands i.e. 27.46 ($SD = 8.53$) and the t-value is 0.90, which is not significant at 0.05 level. Though there is no significant difference in job anxiety between husbands and wives. It is clearly revealed that wives exhibited slightly higher degree of job anxiety compared to husbands.

Further the dimension wise analysis shows that husbands score on four sub-dimensions of job anxiety such as; security mean = 2.98 ($SD = 1.53$), recognition mean= 4.40 ($SD = 1.87$), self-esteem mean = 3.82 ($SD = 2.17$) and capacity to work mean= 3.36 ($SD = 2.03$), scores are more compared to their wives mean scores on security mean = 2.76 ($SD = 1.46$), recognition mean = 4.06 ($SD = 1.59$), and self-esteem mean =3.65 ($SD = 1.79$), respectively. This clearly states that the dimension wise job anxiety of husbands is slightly higher than wives.
Whereas the wives scores of other sub-dimension like; human relation mean = 5.38 (SD = 2.62), reward and punishment mean = 4.94 (SD = 2.72), future prospects mean = 3.92 (SD = 1.93), scores are more comparable to husbands mean scores on, human relation at work mean = 5.28 (SD = 2.67), reward and punishment mean = 4.86 (SD = 2.03) and future prospects mean= 3.68 (SD = 1.68) respectively. It evidently recommends that the dimension wise job anxiety of wives is higher than husbands.

Shirkirisha and Yadav (2013) conducted a study on job anxiety of secondary school teachers in relation to gender and types of schools and found that there existed no significant difference in degree of job anxiety between male and female teachers.

Further comparison was made on percentage wise on the degree of job anxiety of 30 male secondary school teachers, out of which 06 teachers come under extremely high job anxiety, then 09 teachers exhibited high degree of job anxiety and the 09 teachers perceived average level of job anxiety and rest of the teachers exhibited lower degree of job anxiety, and also there were 30 female teachers, out of which 05 showed extremely high degree of job anxiety, and 11 had high degree of job anxiety and rest of the teachers exhibited average level of job anxiety.

They also found that there existed no significant difference in degree of job anxiety between secondary school teachers, while the comparison was made under different modes of job anxiety, the overall 30 regular government secondary school teachers out of which 04 of them suffered extremely high job anxiety, and 10 of them came under high level of job anxiety, and 10 of them exhibited average level of job anxiety, than rest of the teachers were in low level of job anxiety. Even though, there
was no significant difference in job anxiety of regular and private secondary school teachers.

Srivastava and Sinha (1974) reported that higher degree of job anxiety in senior skilled workers who possess certain personality traits and it is obvious that the degree of job anxiety of an employee, to a great extent, is determined by their personality structure, compared to junior workers.

Srivastava and Sinha (1979) conducted a study to know the effect of job anxiety on social relations. The results show that the Blue collar employee’s anxiety relating to most of the job components have a detrimental effect on their social relations. Blue collar employee’s anxiety pertaining to job recognition, fair evaluation of future prospects and capacity to shoulder responsibilities are not found to be significantly reflected in their relations and adjustments in the social sphere of life. The Blue collar employee’s job anxiety showed significant adverse effect on their social relations, while the satisfactory social relations of the employees do not play any conclusive role in determining the degree of their anxieties pertaining to various constituents of job life, except human relations at work compared to white collar employees. Study concluded that, increased degree of job anxiety is found among Blue collar employees’ but lower degree of job satisfaction, and social relations.

Srivastava and Sinha (1983) in their study investigated that the employees of different categories such as; senior engineers, junior engineers and clerical staff, who differ significantly pertaining to job security, human relation at work, reward and punishment, self-esteem and shouldering job responsibilities but not towards recognition and future prospects of the job, it is evident that senior engineers are significantly higher in different modes of job anxiety as compared to junior and clerical
staff. They also found that the job anxiety is positively associated with job satisfaction of the employees.

Cherry (1984) reported that the top level managers exhibited greater level of job anxiety and job-strain on different modes of psychological disorders such as, depression, hysteria, and stress than their middle and junior managers. The symptoms reported were susceptible to anxiety rather than stress factors of the job.

Trivedi, et al. (1981) studied job anxiety among engineers and found that the senior male engineers exhibited higher degree of job anxiety compared to junior engineers; it is evident that the seniors have major modes of role to play in organization more than junior ones, and the job anxiety level is quite low in junior engineers. They also found that engineers from urban background perceived high degree of job anxiety than their counterparts.

Srivastava, et al. (1994) measured a study of job anxiety among three groups of employees they are; middle level managers, top level managers and workers in a private organization. Results revealed that the middle level managers perceived high level of job anxiety and greater stress in comparison to top level managers and workers because in the present scenario employees working in private sector are facing greater job anxiety, increasing needs and aspiration, task deadlines, work pressure causes to their job anxiety.

Sharma and Acharya (1991) studied job anxiety of engineers and reported that the senior engineers exhibited high degree of job anxiety; there is dominance of avoidance-coping and it is true that the senior engineers got different types of role to play in organization compared to junior engineers, they also have lesser amount of job
anxiety compared to senior ones and they perceive very least amount of avoidance-coping.

Allam and Koteshwari (2005) compared two groups of project managers, that is high job anxiety and low job anxiety. The results revealed that project managers who exhibited high job anxiety performed low, this may be because of limited resources, inefficient time management, inadequate cost and low quality and, that is why managers are experiencing a lot of risk in implementing their projects successfully, besides that they have to engage in multiple work responsibilities according to organizational strategic plans, and execute them compared to project managers with lower job anxiety. It is also observed that older project managers exhibited higher degree of job anxiety than the younger ones; however there are some important tasks that older project managers have to fulfill like; concentrate on their clients, customers along with other assignments. It was also found that project managers with high work experienced high level of job anxiety compared low work experienced project managers. The results of this study agree with another study of same author Allam (2002) who concluded that managers were experiencing greater job anxiety than the clerical staff.

2.3 Studies related to Job Satisfaction

Gakhar, et al. (1978) reported that there existed significant difference in the level job satisfaction between government and private high school teachers; however, the government high school teachers are well-paid, with lesser work burden, and more job security compared to teachers of private high schools.
Usmani, et al. (2006) carried out a study on job satisfaction among high school teachers. The result revealed that government and private aided high school teachers were more job satisfied than those of unaided private school teachers. The government high schools were provided with full job security, healthy school climate, and better salaries. These are main important reasons to keep the teachers secured and stress free.

Mehra and Kaur (2011) reported that the government high school teachers were more satisfied; they were paid higher salary which leads to balanced responsibilities. Whereas the private high school teachers showed lower degree of job satisfaction, because of inadequate salary, unfavourable school climate which carried heavy work load that caused job dissatisfaction among teachers, and lack of availability of teaching aids directly affected job dissatisfaction.

Nirmal (2011) concluded that government high school teachers were found to be more satisfied with their job compared to private high school teachers, whereby the government high schools' had open type of school climate like; teachers were taken care' of their welfare, job security, promotional facilities, and handsome salaries compared to private high school teachers. He also found that married teachers were more satisfied with their jobs than those of unmarried teachers.

Whereas, Reddy and Reddy (1978) concluded that private high school teachers are more satisfied with their jobs than the government high school teachers. Further they also found that job satisfaction has no significant influence among the genders, whereby, female teachers exhibited little higher degree of job satisfaction compared to male teachers.
Brijesh, et al. (2009) reported that teachers of private high schools are highly satisfied whereas the government high school teachers exhibited above average in the level of job satisfaction, highly satisfied private school teachers had good facilities like, school teaching-aids, well-equipped classrooms, school infrastructure, effective discipline policies and balanced work demands. Study also concluded that no significant difference existed between male and female high school teachers’ with respect to their job satisfaction.

Fitzpatrick and White (1983) found that male teachers were more satisfied than the female teachers. Further they also found that no significant difference was found in the level of job satisfaction between rural and urban high school teachers.

Muhammad, et al. (2009) reported that there is a significant relationship among genders, whereby male teachers were more satisfied with their job than those of female teachers, and they found that graduate teachers were more satisfied than non-graduate teachers. As far as teaching experience is concerned, younger teachers perceived lower degree of job satisfaction than the older ones.

Sumangala and Ushadevi (2009) in their study concluded that male teachers were more satisfied with their job compared to female teachers. Study also revealed that government high school teachers were found to be highly satisfied with their job compared to private aided high school teachers.

Neelakandan (2010) in his study reported that male teachers were more satisfied with their job compared to the female teachers. Further found that government high school teachers were more satisfied with their job than the private school teachers.
Jerry (2011) studied job satisfaction among high school teachers. Results revealed that male teachers were more satisfied with their job than the female teachers. The teachers having 20 years of teaching experience and above showed higher level of job satisfaction. Study also revealed that government high school teachers were more satisfied with their work compared to private aided and unaided school teachers.

Muhammad, et al. (2011) found that male secondary school teachers were more satisfied with their job and its factors; job security, school environment, salary, recognition, work condition and independence. Whereas female teachers were less satisfied with these aspects. Brogan (2003) concluded that male teachers enjoyed work and were more satisfied compared to female teachers.

While on the other hand Shafqat, et al. (2010) conducted a comparative study of job satisfaction among government and private school teachers of secondary level. Results revealed that female teachers exhibited greater level of satisfaction as healthy environment, supportive supervision, compared to male teachers. However study found that government high school teachers were more satisfied compared to private high school teachers. While teaching experience is concerned, teachers with more job experience perceived higher level of job satisfaction and open type of school climate compared to teachers with lesser job experience.

Saira and Samina (2011) found that female teachers were more satisfied with their job timings, showed more co-operations towards the people, readiness to learn, social status compared to the male teachers and they reported that they chose teaching profession because they love teaching profession. As far as marital status is concerned,
unmarried teachers were more satisfied with their job timings compared to married teachers.

Dhevakrishnan, et al. (2012) in their study reported that there existed significant difference in the level of job satisfaction among genders, where female teachers exhibited higher level of job satisfaction compared to male teachers. They also found that government high school teachers were more satisfied with their jobs compared to private school teachers. They also concluded that job satisfaction has no significant influence on marital status, whereby married teachers exhibited slightly high degree of job satisfaction compared to unmarried teachers. Azhar, et al. (2011) reported that female teachers were more satisfied with their jobs than their counterparts.

Arumugasamy (2012) had reported that female teachers are little highly satisfied with their job compared to male high school teachers; this is because the female teachers enjoy teaching more than the male teachers. It was also concluded that married high school teachers experienced more job security compared to unmarried high school teachers, however some insecurity crisis are unavoidable among unmarried teachers as they stay away from their family/parents.

Bakshi (2012) studied job satisfaction among private school teachers. Results revealed that women teachers were more satisfied with their jobs compared to their counterparts, consequently women teachers shared good rapport with students’ than the male teachers. He also reported while teaching experience is concerned; it seems to affect teacher’s satisfaction level regarding certain factors and their attitude towards the work. More specifically, beginners with at least 5 years of experience are less likely to
be satisfied with the recognition they receive for their efforts from people in their school; parents, the society and students compared to their counterparts.

Kiran and Badarum (1978) reported that no significant difference existed in the level of job satisfaction between age and work experience of teachers. Further they also found that male and female teachers exhibited equal level of job satisfaction, whereby the male teachers perceived little higher level of job satisfaction compared to female teachers. However, they concluded that older teachers’ showed little higher degree of job satisfaction compared to younger teachers and teachers with lesser work experience.

Imam (1990) conducted a study on job satisfaction among secondary school teachers. The results revealed no significant difference in the level of job satisfaction which was found between age and teaching experience of teachers. He also found that male teachers appeared to be more satisfied with their pay than female teachers. However, men and women are equal in their feelings about work. Traditionally married males have been the principal bread earners for their family and females have had the responsibility of household and child bearing.

Kakoli (2008) found that there exists no significant difference in the level of job satisfaction among male and female teachers. When teaching experience was taken into consideration; older teachers had little higher degree of satisfaction towards their job compared to their younger counterparts and, married teachers were more satisfied with their school environment compared to unmarried ones.

Agarwal and Agarwal (2009) found that there exists no significant difference among gender, whereas the female teachers are little more satisfied with their jobs
compared to male teachers; the female teachers felt that teaching is contentment as they consider teaching profession is more conducive in comparison to their male counterparts. They also reported that rural secondary school teachers had low degree of job satisfaction than the urban ones; the reason seemed to be the non-congenial atmosphere and work conditions of rural schools which lacked basic facilities and had a sense of apathy towards teaching profession.

Siddiqi (2009) studied job satisfaction among secondary school teachers. The results revealed that no significant difference existed in the level of job satisfaction between male and female secondary school teachers. The younger teachers exhibited lesser amount of job satisfaction compared to the middle and older aged teachers.

Gakhar, et al. (2005) reported that male and female teachers do not differ significantly in respect to the level of job satisfaction, although female teachers exhibited little higher level of job satisfaction compared to male teachers.

Navdeep, et al. (2013) in their study reported that there exists no significant difference in the level of job satisfaction among type of family, whereas the teachers’ who belong to joint family showed little higher level of job satisfaction compared to nuclear family. Kaur, (1986) and Quigley (2007) in their study reported that newly appointed teachers are more satisfied with job compared to experienced teachers.

Raisani, (1988); Demato (2001) in their study reported that School location showed no significant difference between urban and rural school teacher’s level of job satisfaction. They also found that female teachers were more satisfied than their male counterparts. Whereas male teachers showed lesser amount of satisfaction level may be
because of increasing demand for their services. Hence, increased employability in the market has led to better chances of getting a good pay.

Stephen and Fish (2010) found that no significant difference was found between urban and rural school teachers with respect to job satisfaction, but, rural teachers felt lack of administrative support that contributed to job dissatisfaction. It becomes more important for principal to be aware of the importance of their supervisory styles in relation to teachers job satisfaction and should adopt a supportive style like criticism should be avoided, praises should be awarded genuinely and principal should listen and accept teachers suggestions. Further they also reported that female teachers were more satisfied with job than their male counterparts.

Nivedita and Shahnwaz (2010) studied job satisfaction of teachers and reported the teachers who experienced greater level of stress exhibited low degree of job satisfaction. Further they also concluded that there existed no significant differences in the level of job satisfaction among the genders, whereas the male teachers had little higher level of job satisfaction compared to female teachers.

Oparaji (1988) found that teachers of unfavourable school climate were dissatisfied with their job and reported school climate to be unhealthy, lacked supportiveness and lesser co-ordination.

Pandey (1989) and Natarajan (2011) concluded that the positive organizational climate has a vital role in enhancing the teacher’s job satisfaction, evidently teachers who worked in favourable organizational climate perceived higher degree of job satisfaction compared to those who worked in unfavourable organizational climate.
Anand (1985) in his study stated that job satisfaction and job dissatisfaction in the school teaching profession with low salary carried heavy responsibilities and it is the foremost cause of dissatisfaction among teachers. Non availability of teaching aids and poorly equipped classrooms are unquestionably vital factors causing dissatisfaction among teachers’ which consistently lead to disrespectfulness, indiscipline, lack of responsiveness and disobedience among the students.

Chamundeshwari and Vasanti (2009) concluded that central secondary school teachers’ were found to be more satisfied with their, salary, school environment, infrastructure and teaching aids as compared to teachers of state secondary schools.

2.4 Studies related to Mental Health

Mental health is a state of successful performance of mental function resulting in creative activities, maintaining relationship with other people and the ability to adopt the changes and cope with adversity (U.S. Department of Health and Human Services, 1999), the below mentioned studies are related to mental health of high school teachers.

Singh, (1992) concluded that “a teacher with poor mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problems for his students.

Panda et al. (1996) conducted a study on job satisfaction of secondary school teachers in relation to their mental health, age, sex and management of school and reported that government high school teachers were significantly more satisfied with their jobs and mentally healthy compared to privately managed high school teachers who experienced mental stress. Older teachers showed better mental health status compared to younger ones, and teachers with more job experience might have acquired
solution skills and thus reported low level of stress / burnout. They also reported that teachers who work for government high schools exhibited better mental health and those teachers were more satisfied with their jobs compared to private school teachers.

Pachaiyappan and Ushalaya (2014) studied mental health of secondary and higher secondary school teachers. Result revealed that government and higher secondary school teachers perceived their mental health better than their counterparts, and the female teachers’ mental health was better compared to male teachers. Whereas, Domicile has no significant influences on mental health of high school teachers.


Purunima (2012) found that mental health of male teachers is high than the female teachers. Anand (1989) observed that male teachers were mentally healthy than those of female teachers, the state of working bears no relation to mental health while social values were positively related to mental health of teachers.

Nandoliya (2013) conducted a study on mental health of higher secondary school teachers in relation to sex, types of schools and faculty and reported that male high school teachers had significantly better mental health status compared to female teachers. He also reported that urban high school teachers have better mental health than those of rural high school teachers. Whereas there is no significant difference in mental health between government and private high school teachers.
Prathima and Umme (2013) conducted a study on mental health of secondary school teachers and found that male high school teachers have better mental health as compared to female high school teachers.

Sankpal (2013) in his comparative study on mental health of high school teachers, reported that male teachers possess higher mental health compared to female high school teachers. He also revealed that mental health is significantly associated with quality of life, whereby better mental health increases the quality of life of the teachers.

Gary (2012) revealed that male teachers exhibited high level of mental health compared to female teachers. While marital status is concerned, unmarried school teachers perceived better mental health than the married teachers. He also found that teachers significantly scored higher on mental health as compared to civil servants, it is evident that teachers are mentally healthy than those of civil servants such as, clerk, nurses and general officers.

Dewan, et al. (2009) examined the effects of gender upon mental health of tribal school teachers and reported that gender produces significant effects on mental health. Female teachers compared to male teachers were found to show poor mental health.

Ghanshyam et al. (2013) studied mental health of secondary school teachers and found that mental health of male and female teachers vary based on personal adjustment, though male teachers are comparatively enjoy little better mental health, male and female teachers perceived equal level of mental health status. They also found that teachers had easy accessibility to places like school locality, which relatively
satisfied them with their placement and exhibited better mental health compared to teachers placed in remote areas.

Whereas, Aghukwa (2009) reported that female teachers perceived better mental health status compared to male teachers. He also found that married teachers showed better mental health compared to unmarried teachers.

Dey (2009) in his study reported that mental health has no significant influence on type of management, though government and private high school teachers were mentally healthy, they were not exceeding each other. He also observed that female teachers were more mentally healthy than male teachers.

Kapadia (2012) in his study reported that there exists no significant difference in mental stress between male and female high school teachers, whereby male teachers possess little high level of mental stress compared to female teachers, as far as domicile is concerned, teachers who live in urban area perceived little high degree of mental stress than those of rural area and, he also concluded that aided high school teachers exhibited high level of mental strain, fatigue, nervousness, feeling of apathy and so on than those of government school teachers.

Borthwick, et al. (1982) reported that teachers who are more experienced might have some solution skills and thus exhibited better mental health / low burnout than their counterparts.

Srivastava and Khan (2008) conducted a study to know the impact of mental health on the level of burnout of the teachers-teaching at higher secondary & secondary level. The results revealed that teacher with low mental health were more prone to
burnouts than the teachers of average and better mental health status of high school teachers.

Nibedita (2005) studied the mental health of the secondary school teachers in relation to sex, marital status, experience in teaching and level of education. The study revealed that female, unmarried, less qualified and more experienced teachers were found to be in possession of better mental health than male, married, more qualified, less experienced teachers. There existed no significant difference between the married and unmarried teachers in regard to mental health.

Mahbobeh, et al. (2012) studied mental health of high school teachers and reported that age, education, and length of service were significantly associated with mental health, evidently older teachers, higher education and more experienced teachers have better mental health than their counterparts. Whereas gender and marital status has no significant relationship with mental health.

Renu (2012) studied mental health of tribal and non-tribal female school teachers. The result revealed that tribal school teachers have better mental health as compared to teachers’ works in non-tribal schools. As far as marital status is concerned, the unmarried & non-tribal school teachers have better mental health than married tribal high school teachers.

Jesal (2013) studied effect of area on mental stress of high school teachers and found that rural teachers have better mental health than the urban teachers. Kamau (1992) stated male teachers were found to be emotionally overextended, exhausted, internally controlled, anxiety ridden towards students, more personally accomplished, and lesser capable of establishing constructive relationship. They were more capable of
coping with ordinary demands and stresses of life as compared to female teachers. The urban high school teachers were lesser emotional, lesser satisfied, more internally controlled anxious and had poor mental health than the rural teachers. Whereas government school teachers trained, married were more concerned with their well-being. They were found to be less anxious, less emotionally overextended, more completed, more internally controlled than the private school teachers.

Mohan (2013) conducted a study on mental health of high school teachers in relation to their sex, experience and job satisfaction. The investigator revealed that teaching experience has an important contribution in improving the mental health; evidently more experienced teachers exhibited better mental health in comparison to low experienced teachers. However, sex has no significant effects on mental health of teachers, although those male teachers showed little better mental health than the female teachers. He also found that job satisfaction has a significant relationship with mental health of the teachers, though highly satisfied teachers are more stable in their mental health than those of lesser job satisfied.

Maheshbabu and Jadhav (2012) studied job satisfaction and mental health of secondary school couple teachers. Result revealed that total mean score of mental health of husbands = 136.98 (SD = 9.93) which is slightly more than the total mean score of wives i.e. 135.26 (SD = 10.86) and the t-value = 0.41, which is not significant at 0.05 level. It clearly indicates that husbands were having slightly better mental health status than their wives. They also found that job satisfaction is significantly and positively associated with mental health, better the mental health greater the job satisfaction.
2.5 The following studies related to correlation analysis among the studied variables are reviewed:

Andrews (1965) had found positive and significant correlation between principal personality and leadership style and the overall openness or closeness of school organizational climate. That is, favorable climate tended to report confident, cheerful, sociable and resourceful principals, while unfavorable schools tend to report evasive, traditional, worried and frustrated. Conceptually then school climate could be described as the perceived state of the organization, which is an outcome of superior subordinate interaction, as organization members seek to fulfill their duties and satisfy their basic needs.

Srivastava and Sinha (1975) reported that job satisfaction adversely affected by anxiety whereby employees who possess better job satisfaction had an increase in the job anxiety. (Sharma and Sharma, 1984; Ansari and Ansari, 1989; & Sultana, 1996) concluded that job anxiety and job satisfaction are not always inversely associated but moderate job anxiety leads to higher level of job satisfaction.

Sharma and Sharma (1989) conducted a correlation study on organizational climate, job satisfaction and job anxiety. Result revealed that the organizational climate is significantly associated with job satisfaction, it means that favourable the organizational climate, it increases the job satisfaction, it clearly suggest that open / healthy climate decreases the job anxiety among the officers and assistants (coefficient of correlation = 0.01 & 0.05 level). Whereas the officers showed high level of job satisfaction and low level of job anxiety than the assistants of the same organization.

Solanki (1992) found that the organizational climate of secondary schools appeared to be independent of organizational management, place of school and sex of
the student population. He also reported that there was a significant relationship between teachers’ job satisfaction and the organizational climate of the secondary schools; whereby if the organizational climate favourable one it increases the teacher’s job satisfaction (coefficient of correlation = 0.01 level).

Badoni and Chandra, (2010) concluded that organizational climate is positively associated with job satisfaction (coefficient of correlation = 0.05 level). Which means that favourable / open type of school climate increases the degree of job satisfaction among the teachers.

Abbas and Parvin (2004) reported in their study that organizational climate is positively and significantly associated with job satisfaction. It means if favourable the organizational climate it increases the job satisfaction (coefficient of correlation = 0.01 & 0.05 level).

Kaur (2011) carried out a study on life satisfaction of secondary school teachers in relation to their organizational climate and reported that a significant relationship existed between life satisfaction and organizational climate. It means favourable the organizational climate it enhances teachers life satisfaction (coefficient of correlation = 0.05 level). (Kabes & Craig, 1990) also concluded that a positive and significant correlation exists between organizational climate and job satisfaction.

Krishnappa (2012) studied the organizational climate of secondary schools and reported that organizational climate is significantly associated with teaching profession (coefficient of correlation = 0.01 level). It means that if the organizational climate is favourable it enhanced teaching profession and vice versa.

Reza et al. (2013) reported that organizational climate is significantly associated with job involvement / satisfaction of physical high school teachers (coefficient of
correlation = 0.05 level). If the school climate is favourable one it increases the teacher’s job satisfaction.

Maheshbabu and Jadhav (2013) found that organizational climate is negatively and significantly correlated with job anxiety of husbands and wives, it means that if the school climate is favourable one it significantly decreases the amount of job anxiety (coefficient of correlation = 0.01).

Srivastava and Sinha (1972) studied the relationship of job satisfaction and job anxiety and found that there was inverse relationship between job satisfaction and job anxiety whereby lower the job satisfaction resulted in lower the job anxiety.

Ansari and Ansari (1989) conducted a co-relational study of job anxiety and job satisfaction of laboratory technicians. Results revealed that job anxiety and job satisfaction are not inversely related but moderately related, anxiety leads to higher level of job satisfaction. Those on contractual basis showed higher job anxiety and low job satisfaction as compared to permanent technicians (coefficient of correlation = 0.01).

Sharma and Sharma (1989) found that organizational climate was found correlated positively with job satisfaction and negatively with job anxiety of the employees. It means favourable the school climate, enhanced the employees job satisfaction and significantly decreased the amount of job anxiety (coefficient of correlation = 0.01 & 0.05 level).

Srivastava (1989) reported noticeable amount of job anxiety among the supervisors, that is, the senior supervisors degree of job anxiety is quite high than those of junior supervisors. He also concluded that the job anxiety is positively correlated with supervisor’s role conflict. It means high degree of job anxiety enhanced role conflict among supervisors (coefficient of correlation = 0.05).
Srivastava and Sinha (1983) concluded that job anxiety was positively related to job involvement / job satisfaction. (Srivastava, 1985) observed that role ambiguity in comparison to role conflict was found correlated with their job anxiety (coefficient of correlation = 0.01).

Sharam and Lida (2012) found that job satisfaction is significantly and positively associated with organizational health, it means higher level of job satisfaction increases the organizational health among male and female teachers (coefficient of correlation = 0.01). He also found that the male teachers are more satisfied with their jobs than the female teachers.

Pandhi and Rajendra (2010) examined organizational climate and teacher's mental health in secondary schools. Results revealed that organizational climate has inverse relationship with mental health of teachers; it means poor mental health status is associated with unfavorable school climate of the high school teachers.

Maheshbabu and Jadhav (2012) studied job satisfaction and mental health of secondary school couple teachers and found that job satisfaction is positively & significantly associated with mental health. Higher the job satisfaction the better would be mental health (coefficient of correlation = 0.01).

Kumar (2003) in his study aimed to find out the mental health of teachers, administrators and workers and the personality traits of the teachers, administrators and the relationship between the mental health and personality traits of teachers. The results revealed that positive correlation had found between the mental health of male teachers and the factors emotional/stable, worldly/spiritual, hesitant/social and traditional/modern. Trusting/ doubting factor had been found to have negative correlation with the health of male teachers. Self-confident/anxious factor was found negatively correlated with the mental health of female teachers. The mental health of the female teachers was found positively correlated with their family and social conditions.