CHAPTER-II
REVIEW OF RELATED LITERATURE

II.0 INTRODUCTION

Researcher takes advantage of the knowledge that 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 study proposed by a researcher. A careful review of the research journals, books dissertation, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any researches study.

II.1 PURPOSE OF REVIEW

Review of related research, besides, allowing the researcher to acquaint him/her with current knowledge in the field or area in which he/she is going to conduct his/her research, serve the following specific purposes:

1. The review of related research enables the researcher to define the limit of his field. It helps the researcher to delimit and define his/her problem. The knowledge of related research, brings the researcher up-to-date on the work which others have done and thus to state the objectives delay and concisely.

2. By reviewing the related research the researcher can avoid unintentional duplication of well-established findings.

3. The review of related research gives the researcher an understanding of the research methodology which refers to the way
the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. The advantage of the related research is also to provide insight into the statistical methods through which validity of result is to be established.

4. The final and important specific reason for reviewing the related research is to know about the recommendations of previous researchers listed in their studies for further research.

II.2 REVIEW OF LITERATURE

Keeping in view the importance, review of related research was conducted by the researcher and same has been systematically presented in this chapter as under:

II.2.1 RESEARCHES RELATED TO LIFE SATISFACTION

Life satisfaction was the area of interest for the researchers since long. Various researches conducted on the related areas are:

Marry Birkrishaw conducted a study on satisfaction of teacher in 1935; her study was confined to women teachers only. A significant environment and happiness in profession (73.7%) was found, wholly satisfied with career, and satisfactorily adjusted to their home environment. Whereas wholly dissatisfaction in profession (31.4%) was found.

Anjeneyula (1948) studied job satisfaction of teachers in secondary schools. A sample of one thousand teachers working in 102 secondary schools located in Andhra Pradesh under different managements
was taken up using random-stratified sampling. Questionnaire and interview techniques were employed to collect data. Out of 1000 teachers, 617 teachers responded. Besides, 130 educationists including correspondents, inspecting officers, head master and retired teachers were interviewed. The questionnaire was administered to 227 teachers as per consistency of their responses to the earlier questionnaire. The researcher reported that the poor economic and socio status are general cause of dissatisfaction. He observed that teachers working in government schools were dissatisfied because of rigid rules and orthodox service conditions, frequent transfers and lack of parental cooperation in the day-to-day functioning of school, while in private schools job-insecurity and favoritism were the factors responsible for dissatisfaction.

Saluja (1951) studied “Sources of dissatisfaction among higher secondary school teachers of Delhi State”. This study was conducted on 98 teachers. Lack of good health and living arrangements were found to be the cause of dissatisfaction among a sizeable proportion of teachers.

Laving, a. (1974) conducted a study on job ratification among school teachers, the sample consisted 1600 teachers from primary and secondary schools of Gujarat, the reliability of scale was found out by using retest method and the same was found to be satisfactory. He observed that the primary teachers were more satisfied than secondary school teachers. Young teachers at the age from 20 to 24 years were found more satisfied in both primary and secondary schools, the unmarried teachers were more satisfied than married teachers.
Singh (1974) attempted to know precisely the dominant value of teachers, whether their attitudes towards their profession was favorable or not and whether they were satisfied with their job or not. Data was collected with the help of TUT, Ahluwalia’s Teacher Attitude Inventory, modified version of the Boths’ staff satisfaction survey and personal data sheet. It was conducted that teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. There was no difference in the levels of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and married teachers.

Rajagopalan (1976) observed that there was no relationships between age, sex, qualification, experience size of family, place of works, type of management of the teachers and his/her sense of satisfaction. He also found that there were same relationship between the teacher’s martial status and his/her sense of satisfaction.

Patel (1977) studied ‘Job satisfaction of high and higher secondary teachers and their attitude towards teaching’ 100 teacher were selected from high and higher secondary schools of Kurukshetra. It was found that teachers don’t differ so far as their attitudes towards teaching were concerned. Sex, age, marital status and qualifications have no effect on the attitudes of teachers towards teaching. So far as job satisfaction was concerned, it was found that there was significant different between male and female.

Uma (1983) concluded from her study that (1) the College teachers in general obtained a higher mean score on economic interpersonal
achievement and academic values than school teachers. (2) Schools teachers obtained higher mean role conflict score, especially in home-role situations as compared to college teachers. (3) Compared to government college teachers, the schools enjoyed better status and independence. (4) There was a significant different between salary and promotion aspect of college teachers and schools teachers. (5) Science teachers obtained a higher mean value for home-role conflict as compared to arts and social science teachers. (6) Younger teachers in the age group 20-30 years, obtained higher mean creative value as compared to teachers who were 40 or more years old. (7) Younger teachers also obtained higher mean value on intimacy, emphasizing gregariousness as compared to older teachers. (8) Marriage did not have any bearing on work-related values, need satisfaction in work, perceived organizational climate and job role conflict. (9) Nuclear or joint family did not have significant hearing on work related values, home-role conflict, job-role conflict, need satisfaction and perceived organizational climate.

N. Venkataiah, K. Jaya Chandarama Naidu (1984) found that teachers working in government schools were more satisfied than the graduates and under-graduates, and teachers from big families were more satisfied than teachers from small families.

Chadda, (1985) conducted a study on self concept of teachers and their emotional adjustment. The findings of the study were (1) the distribution of the scores of self concept through profile analysis was not normal for the total group of teachers as well as for the sub samples of teachers consisting of male, female, rural and urban subgroups. (2) The profile analysis of emotional adjustment scores revealed that the distribution
of scores was not normal for the total sample of teachers as well as for the male, female, rural and urban subgroups. (3) There was no significant difference between the self concept scores of the male, female, rural and urban sub-groups of teachers. (4) No significant difference was observed between the emotional adjustment scores of various sub-groups of teachers. (5) Self concept of teachers differed significantly from their emotional adjustment and the same had also been observed in respect of male-female, rural-urban teachers.

Prasad, (1985) conducted a study on aspiration, adjustment and role conflict in primary and secondary school teachers. The major findings of the study were: (1) Mean educational aspiration levels of the four groups of teachers were quite high. Secondary School teachers and female teachers manifested higher educational aspirations than primary and male teachers respectively. (2) The vocational aspiration level of teachers was closely linked with the level of schools. (3) Teachers financial aspirations after one, three and five years showed a gradual rise. (4) Adjustment of teachers was related to their sex and not with the level of their schools. Male adjusted better than female. (5) Primary and secondary teachers were almost similar in their total adjustment, (6) All the four groups suffered from role conflict. Secondary school teachers scored significantly higher than the primary school teachers on all the three role conflict indices. Male and female carried almost equal amount of role conflict.

Misra, (1986) concluded that meaningfulness of life of the teachers was quite high according to their own perception. (2) Meaning in professional life was derived primarily from psychic rewards obtained from
task related outcomes and relationship with students. (3) All the measures of meaning in life, namely self reported meaning in life, sources of meaning in life and sources of meaning in teaching had a positive relationship with meaning of life. (4) The relationship between stress studies through text and stress reported by teachers was highly significant. (5) Age difference was significant with regard to stress of teachers. (6) The samples teachers had a low degree of burnout. (7) Sex difference was significant on the burnout variable. (8) Stress was positively related to burnout with regard to emotional exhaustion and depersonalization. (9) There was a negative relationship between meaning in life and stress variable measured by tests as well as reporting items. (10) A comparatively low level of meaning in life was identified among the sample teachers.

Sharma Asha, (1991) studied “An exploration into self-concept, job satisfaction and personality characteristics of Harijan and Non-Harijan school teachers of Bundelkhand region of Madhya Pradesh.” The study investigated the difference between the self concept, job satisfaction and personality characteristics of Harijan and Non-Harijan school teachers of Bundelkhand and found that Non-Harijan teachers had more positive self concept than Harijan teachers. But no significant difference was found in job satisfaction of Harijan and Non-harijan teachers. Job satisfaction appeared to be associated with complex variables such as characteristics, caste, sex and self concept.

Gupta, Sushil Prakash (1995) conducted a correlation study of teacher’s job satisfaction and their teaching effectiveness and found that the
coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with the teachers effectiveness.

**Naseema, C. and Ayishabi, T.C. (1995)** made a study on “Satisfaction as a predictor of perceived teaching competence.” Study intended to find out whether job satisfaction can predict perceived teaching competence of physical science teachers in secondary schools of **Kerela**. It was found that multiple correlations obtained for perceived teaching competence were significant and was capable of prediction teaching competence from total satisfaction and areas of satisfaction such as work, rewards, context of work, self and others.

**Ausekar, Pratibha (1996)** conducted a study of job satisfaction among teachers working in government and private secondary schools and found that 13% of the school teachers were greatly satisfied and 17% of teachers were moderately satisfied. The government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policies, whereas the teachers in private schools were more satisfied with factors like responsibility, achievement, working conditions and personal life.

**Bulter (1996)** found that unmarried beginning teachers were more satisfied than their married counterparts, whereas, IN–Law (1951), National Education Association (1957) found that married teachers were more satisfied. However, American Vocational Association (1948) and Redfer (1964) reported no relationship between marital status and job satisfaction.
Kapoor (1996) conducted a study of life satisfaction of school teachers of Delhi. From her study, she concluded that male and female teachers of secondary and senior secondary schools don’t differ in health, personal, economic, mental, school, job and total life satisfaction.

Singh, Om Prakash and Singh, Reeta (1998) studied (i) the main and interactive effect of sex, marital status and management of secondary school teachers upon job stress; (ii) the mean difference between male and female married and un-married and navodaya & private school teacher on job stress. The study revealed (i) the main effects of management, sex and marital status were significant. Teachers of private schools had higher level of job stress than the teachers of navodaya vidyalayas. (ii) Level of job stress was higher in both male & female private school teachers than the teachers of navodaya schools. (iii) There was no joint effect of three variables i.e. management, sex and marital status was found on job stress. The study cited eight references.

Chadda, (1998) conducted a study on life satisfaction of teachers working in government and private schools of Delhi and found that both male and female teachers serving in government and public schools differ significantly in their total life satisfaction, while Rattan (1998) found that there is no significant difference in total life satisfaction of male and female teachers working in secondary and senior secondary public and government schools of Kota Region of Rajasthan.

Shann (1998) conducted research on professional satisfaction of teachers in urban middle schools. Two questions were addressed; (i) How congruent are teachers perception of the importance of various aspects of
their job and their reported satisfaction with these components, and (ii) Do teachers in more effective schools as compared to less effective schools differ in their rating of importance and satisfaction with various aspects of their job? He found that: (i) Teacher pupil relationship ranked highest overall in terms of importance and satisfaction. Teacher-parents relationship commanded respondents highest concern; (ii) Teachers in lower achieving schools were more satisfied with teacher-teacher relationship and their school curriculum than those in the higher achieving schools and they reported a great discrepancy in students' satisfaction by promoting teachers involvement in decision making and simultaneously focusing on education reforms.

Annamalai, A.R. (1999) studied the job satisfaction of teachers in relation to certain selected variable and found (i) Job satisfaction of teachers in high schools and higher secondary schools was high, (ii) Teachers' attitude towards educational administration was high. (iii) Adjustment of teachers was high. (iv) Attitude of teachers towards teaching was high (v) The job satisfaction scores of teachers was not found significantly different when compared on the basis of sex, education level, marital status, family structure, school level, age group and duration of service.

Panda, B.B. (2001) conducted a comparative study of attitude toward teaching profession and job satisfaction of college teachers of Assam & Orissa. The study aims to assess and compare the attitude towards teaching profession and job satisfaction of two educationally backward states. The sample consisted of 400 college teachers. It was found that the majority of college teachers of Assam and Orissa had highly favorable or favorable attitude towards the profession. A significant percentage of
college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was found that more than 40% female, experienced, urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa had dissatisfaction in their job.

II.2.2 RESEARCHES RELATED TO MENTAL HEALTH

A good number of researches have been conducted on mental health of different categories of individuals in India and aboard. A few studies dealing with mental health adjustment and personality traits of teachers, teacher trainees and students available are:

Feiton and Hicks (1934) found that 20 percent of the teachers in the sample of 600 teachers of the colleges were maladjusted and it was pity to note that hardly one in hundred could say that he has genuine love for teaching.

Yorglich (1955) studied students and teachers evaluation of various qualities of an ideal teacher and concluded that factors like understanding, ability to communicate, ability to stimulate, maturity, academic background, responsibility, sense of dedication, sense of humor, co-cooperativeness, friendliness, meticulousness, intelligence, individuality, healthiness, practicability and diligence are important.

Bowers and Soar (1961) used the technique of Johnson and Neyman and concluded that certain relationship achieved statistical significance at extreme positions of deviation. The well adjusted teachers became more effective following training; on the others hand less well adjusted teachers became less effective. Paul (1968) conducted a
comparative study of the personality patterns of engineering, law, medical and teacher trainees taking up of the standardized Rorschach Ink Blot-Test, and found that law and teacher trainees were emotionally more stable and responsible to social environment than the other two groups.

Verma (1968) found that the main cause of failures as given by the whole group was physical illness and ill health. Mental worry was another cause of the failure as given by the failed student groups. The failed group was less adjusted than the normal groups. Girls were found more adjusted than boys, and quite a large number of the failed students suffered from tension, anxiety and mental conflicts.

Pareekh and Rao (1971) found in study of mental health of students and teachers behavior that pupils were fairly well adjusted with regard to parents and home but adjustment level with pears, teachers, school and other general areas was positive though not very high, particularly in adjustment towards school. When faces with frustrating situations they had more extra and ego-defensive reactions.

Khalaque, Hassain and Hoque (1972) studied mental health of Industrial workers and found that mental health of the subjects who were satisfied with their jobs was significantly higher than those who were not satisfied with it. A significantly high positive correlation was found between the job satisfaction and mental health. Mathur (1972) found that the main cause of frustration, mental conflicts which affect the mental health of private aided school teachers are: Inadequate salaries, no interest in work, no
security of tenure, autocratic management, autocratic supervision, bad family conditions and too many restrictions on their activities.

**Ahuja (1975)** studied mental health of student-teachers. The study sample consisted of 50 student-teachers, 27 male and 23 female. He found that 90 percent of the student teachers had average mental health. Only 2 percent belonging to the category of border line mental inefficiency, which is due to the pressure of circumstances. The percentage of subjects whose number is 55 and who can be termed ‘neurotic’ is 8. Out of these 6 percent came under the category of ‘highly neurotic’. Female student-teachers scored higher than male counterparts. The mean difference in favour of female student-teachers is significant at .05 level of significance.

**Lee (1975)** conducted a study to find the relationship of anxiety with vocational maturity of the adolescents and concluded that there was no significant correlation between to variables. **Veeresshwar (1979)** conducted a study on mental health and adjustment problems of college going girls Rural and Urban. The major findings of the study were:

- Adjustment problem for girls existed in all the areas but the percentage of extreme cases was meager.
- There was a significant difference in the area of family adjustment between urban girls and rural girls.
- The scores of urban and rural girls in the areas of education showed a significant difference.
- The second area held problems for both urban and rural girls. The difference between two was significant.
• Personal emotional problems were shown less by urban girls than rural girls and the difference was significant.
• The difference in adjustment of urban and rural girls was showed satisfactory health adjustment.
• The NSS and non-NSS groups did not differ significantly in home adjustment, educational areas and health.
• The non-NSS group showed better emotional adjustment than NSS group and difference was significant.
• In the social area, through the difference was not statistically significant, the NSS group showed a better adjustment.

Mangotra (1982) studied that the mental health of boys and girls appeared to be considerably influenced by the two factors; namely intelligence and physical health. The mental health of boys was dominated by the feelings of depression and neurotic behavior, on the other hand girls were found to be suffering from a sense of insecurity and anxiety.

Majid, A. (1984) conducted a study on the various dimensions of mental health. The objective of the study was to identify the dominant factors, which constituted the complex phenomenon known as mental health. He found the following factor:
• Factor I as called ‘Self Acceptance’ because it was contributed by the variables which reflected on accepting attitude of the individual towards himself. This factor was common to all the three groups.
• Factor II for the combined group called ‘Open-mindedness’.
• Factor III for boys and girls was called ‘Existential Autonomy’ because variables, which indicated existentially and inner orientation contributed them.

• Factor IV for the combined group emerged as a configuration of loading contributed by all the variables of mental health. This factor was therefore, named ‘General Mental Health’.

**Pandey (1984)** conducted a study to explore differentiated personality correlates of mental health in migraine patients. The sample consists of 100 migraine patients and 100 normal graduates of Varanasi district. These groups were matched on the variables of age and socio-economic status. It was found that migraine patients had poor mental health than the normal.

**Prassana (1984)** conducted a study of certain mental health variables associated with high and low achieving adolescents. The main objectives of the study were to identify the mental health variables, which discriminated between high and low achievers among the total sample and sub-samples classified on the basis of sex and area of residence. The main findings of the study were:

• All the mental health variables studied discriminated between high and low achievers in most of the groups studied.

• High achievers had higher means scores than low achievers for all 16 mental health variables studied.

The findings of the study indicated the need:

(i) To avoid threats which caused disequilibrium in children.

(ii) To organize extension lectures for parents and community leaders.

(iii) To form parent teacher associations.
(iv) To encourage pupil to participate in extra co-curricular activities and institutional guidance.

Anand (1986) reported a study on mental health of school teachers using a mental health scale and observed that fifty nine percent of teachers were mentally healthy. The state of working bears no relation to mental health, while social values were positively related to mental health of teachers. Religious values were negatively related.

Singh, Mala (1987) in a study on the knowledge about concept of mental health of primary school teachers found that the subjects from urban schools scored significantly higher on mental health knowledge questionnaire than the rural subjects. And further found that the age of the teachers was not related to the knowledge about concept of mental health and factors contributing to it. Experience of teachers was also not related to the knowledge about concept of mental health and factors contributing to it. Prasad (1990) conducted a study on the mental health of teachers. He conducted that:

1. Out of 110 pupil teachers, 36 percent were maladjusted. Percentage of male maladjusted pupil teachers was 34.15 out of 82 pupil teachers, while 42.86 percent female pupil teachers were maladjusted out of 28 female pupil teachers.

2. Female maladjusted pupil teachers were more under emotionally sensitive and over protected and overall more neurotics than their male counterparts. However, both were equally depressed and serious, submissive and dependent and anxious before therapy.
3. After therapy experimental group improved significantly at .05 and .01 levels of significance on I, F and E component of NSQ respectively, but there was no significant improvement on any one component. This means certain degree of anxiety prevails in teacher community.

*Catherine (1992)* found that out of three aspects of burn out, emotional exhaustion and depersonalization were negatively correlated with mental health measures. Whereas the aspect of personal accomplishment has been found positively correlated with mental health. *Mohapatra, C. (1992)* conducted study on job stress, mental health and coping: A study on professionals. The major findings of the study were:

1. The three professional groups differed significantly on job stress dimension.
2. The lawyers and the doctors differed on mental health dimension.
3. The Lawyers and the police officers differed on general unhappiness and feelings of vulnerability.
4. The lawyers differed from the doctors in the use of emotion focused coping. They differed from police officers on all the measures of coping.
5. The doctors and the police officers did not differ on mental health dimension.

*X-^ Pathak and Rai (1993)* pointed out that the mental health of low socio-economic status students was lower than male students when SES is controlled. Science students were mentally healthier than arts students. Mental health increased with grade and age.
Sharma, R.D. (1995) attempted to study changes brought about by the influence of recent life experiences on mental health of school teachers. The sample comprised 80 male and female school teachers working in the schools at Srinagar (Garhwal). The tools used to collect data included Langner-Paliwal Scale for Measuring Mental Health, Paliwal Recent Life Events Questionnaire and individual interviews. The collected data was analyzed using Mean, SD, Correlation, ‘t’ value and value loadings. Major findings of the study were:

i) Psycho-physical strain was positively correlated with recent life experiences.

ii) Recent life experiences influenced the mental health of teachers.

iii) Stress made the teachers predisposed to mental disorder.

Male teachers were more inclined towards the mental illness.

Ventis, W.L. (VA) (1995) conducted study on the relationship between religion and mental health. The means dimension showed predominately negative relationship with mental health indices; the end dimension showed predominately positive relationships and the quest dimension revealed mixed results. McCabe, C.J; Thomas K.J. Barazier, J.E. & Coleman, P.[England] (1996) studied the mental health status of population: A comparison of the GHQ 12 and the SF 36 (MHI-5 ). Both instruments showed a significant difference in the mean scores for men and women. In contrast to the GHQ 12, no correlation was found between age and score for the MHI-5. Both instruments are equally sensitive to socio-economic characteristics and to levels of social support.
Kosky R. J; Sawyer M.G. & Fotheringham, M. [Australia] (1996) studied the mental health status of adolescents released from custody: A preliminary study. It is concluded that neither adolescents who are remanded in juvenile detention centers nor only experience continuing mental health problems after their release from custody, but considerable social dysfunctions as well. Roxburgh S. (OH) (1997) conducted studies on the effect of children on the mental health of women in the paid labour force. Results indicated that when partner supported and job controls were high or average, employed mothers were significantly less distressed than employed non-mothers. Conversely, when role demands were high and resources were low, mothers were significantly more distressed than non-mothers.

Cramer, D; Henderson, Scott and Scott, R. [UK] (1997) conducted studies on mental health and desired social support: A four-wave panel study. LISREL analysis suggested that while mental health and desired level of attachment were unrelated, poorer previous mental health appeared to subsequently increase desired level of social, integration. Dalgard, O.S. and Tambs, K. [Norway] (1997) studied the urban environment and mental health. The findings supported the environment stress hypothesis, implied that the quality of a neighborhood has an impact on mental health.

Horwitz, A.V. and White H.R. (1998) studied the relationship of cohabitation and mental health: a study of a young adult cohort. The analysis indicated that no differences between cohabits and others in levels of depression. Cohabiting men reported significantly more alcohol problems than both married and single men, and cohabiting women reported more alcohol problems than married women.
Marsella A.J. [Honolulu] (1998) studied the urbanization, mental health and social deviancy: A review of issues and research. Data indicated that rural and urban milieus can have both pernicious and salutary consequences and that more research is needed to specify critical etiological factors and their relationship to sub population characteristics. Stowell S; Marks and Mckeown, M. [UK] (1999) studied Gardiner differences in leadership style, job stress and mental health in male and female dominated industries. They conducted that there was no overall difference between women and men’s mental health. Women in male- dominated industries reported better mental health.

Wetzel, Janice Wood [New York] (2000) conducted study on Women and Mental Health: A global perspective. The investigator developed a model for the promotions of mental health and the prevention of mental illness among women, called development synthesis. The model integrated personal, social and economic development programming with crosscutting principles of mental health and theories of personal development. Ey, Sydney; Henning, Icris R. and Shaw, Darleve L. [MemphisTN] (2000) studied attitudes and factors related to seeking mental health treatment among medical and dental students. The results were although 23.8% of the students reported clinical levels of distress, only 7.6% of the sample reported receiving mental health treatment. Many students expressed concern about the stigma of seeking professional help, and distress students who were not in treatment had higher levels of socially prescribed perfectionism and held more negative attitudes about mental health services than distress students seeking help. Implications for
educators and clinical working with medical and dental students were discussed.

**Lewis, O; Sergreant J; Friedrich W; Chaffin M. (2001):** The impact of social change on child mental health in Eastern Europe. The results were: The transition from totalitarian to democratic societies has had both positive and negative effects on children's mental health. Economic difficulties brought a decline in service that formerly protected children and families in certain aspects. Positive changes include a movement towards democratic process within the family, de-politicization of mental illness, passage of laws ensuring basic children's rights, increased awareness about child abuse and proliferation of mental health and support centers.

**Herrman, Helen, [Melbourne, Australia] (2001)** studied the need for mental health promotion. Findings indicate that mental health and mental illness are often given a low priority, despite growing evidence of the burden of disease and costs to the economy. Improving mental health and reducing mental illness will improve quality of life, public health and productivity. The needs for mental health promotion are complementary to the needs for prevention and treatment of mental illness. Better understanding of the nature of mental health and mental illness is the key to changing the priorities, polices and practices in education, law, social services, housing and health critical in turn to the conditions conducive to mental health.

**Offord, David, R. [Canada] (2001)** discussed reducing the impact of poverty on children mental health. Consistent data indicate that poverty is a market that identifies a group of children with increased rate of psychiatric disorder and other indicators of poor life quality and reduced life
prospects. The author discussed guiding principles for programmes for poor children.

Tang, C. So-Kum; Air, Wing-Tung; Schwarzer, Ralf and Schmitz, Gerdamarie [Hong Kong] (2001) studied mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. In this study a total of 229 Chinese teachers (21 to 60 yrs.) participated in study 1, which provided cross-sectional, burnout, and negative mental health. Study 2 was a 6-mo longitudinal study, which aimed to establish direction across 2 secondary school teachers (25 to 49 yrs.). Result of the structural equation modeling analyses on the cross-sectional data at Time One (T1) showed that stress resource factors of self efficacy and proactive attitude were negatively related to burnout, which in turn had a direct effect on negative mental health. Stress resources factors were also directly linked to mental health status of teachers. Result of similar analyses on the longitudinal data at Time 2 (T2) further indicate that burnout at T1 had a direct impact on burnout at T2, which in turn had a direct effect on negative mental health at T2.

Levendosky, A.A; Huth B, Alissa and Semel, Michael A. (2002) studied adolescent relationship and mental health functioning in families with domestic violence. Results indicate that both attachment and family violence experiences negatively impact mental health. In addition family violence significantly predicted attachment style. Significant protective and vulnerability factors included maternal psychological functioning, maternal positive parenting and perceived social support from friends. However, it is stated that findings provide only limited support for
the model of attachment as a mediator of the impact of family violence on adolescent relationships.

Sumersalo, H; Solantaus, Tytti; and Almqvist, Fredrik, [Finland] (2002) studied classroom climate and the mental health of primary school children. Results showed association between poor sixth grade classroom climate and an increase in emotional and behavioral problems in both boys and girls. In addition, the girls who were overall poorly adjusted, particularly these who had externalizing problems in the second grade, were especially vulnerable to a poor classroom climate in the sixth grade.

Holmes, M.C. [Claremont, CA] (2002) studied mental health and sexual self concept discrepancies in a sample of young black women. Results indicated that sexual self concept discrepancies as measured by the sexual questionnaire, did not predict the mental health outcomes as expected. However, proxy measures capturing the effective dimension of the discrepancies yielded significant findings.

Jarama, S. Lisbeth & Belgrave, Fayl Z (2002) conducted study on the model of mental health adjustment among African American with disabilities. Analysis indicated that risk and resistance factors were significant predictors of mental health adjustment to disability. Risk factors were associated with poor adjustment, whereas resistance factors were associated with favorable adjustment. The finding support on integrative approach that considers the influence of both risk and resistance factors when investigating adjustment to disability reducing the impact of poverty on children mental health.
Mc Ardle, Paul; Prosser, Jonathan; Dickinson, Healther and Kalvin [Israel] (2003) studied secular trends in the mental health of primary school children. Results show that delay in reading absenteeism, and teacher rated behavioral and emotional problems were lower in the 1994 sample compared to the 1973 sample. Although there was a trend for rates of social isolation to be higher in the second sample, the overall screen sociability positive rates were lower in the second sample. With the exception of sociality, these findings do not suggest any substantial increase in vulnerability to mental disorder among primary school children over the period under review.

Comino E.J. Harris E; Chey T; Manicavasagar, V. [Australia] (2003) studied relationship between mental health disorders and unemployment status in Australian adults. The major findings were:

1. Unemployed adults were more likely to have symptoms of anxiety (OR=3.09, 95% CI=2.803.41) or an affective disorder (OR=2.11, 95% CI=1.952.27) or anxiety and/or affective disorders (OR=2.53 95% CI=2.372.69).

2. Unemployed participants with symptoms were less likely to have seen a general practitioner for treatment but when they did they received similar care to employed participants.

Sanchez, M; Esteban and Barron, L; Ana. [Spain] (2003) studied social psychology of mental health: The social structure and personality perspective. The results obtained using structural equation modeling support model, showing the relevant role played by psychological, psychosocial, social and structural factors. Implications for theory and intervention were discussed.
Laurence Baldwin (2004) conducted a study in England as part of the preparation work for the Children’s Taskforce, looking at the training needs of specialist Child and Adolescent Mental Health Service (CAMHS) staff, and of primary care staff who work with children and young people. A survey of existing service provision and of training opportunities was conducted, and as a result a series of recommendations for future training needs within CAMHS are made. It includes the needs of the developing role of Primary Mental Health Workers (PMHWs) within this area in their crucial link position between primary and secondary services. The study is multi-disciplinary in nature, given that multi-professional workers provide all CAMHS teams. Since this work was undertaken the workforce development plans for future CAMHS has progressed under the Children’s Taskforce, with the National Service Framework for Children being published in October, 2004.

Reiko Migita, Hasako Yanagi and Shigeo Tomura (2004) investigated mental health status and factors related to it in residents of a communal hosing project for independently living elderly in Japan. Two hundred and seven persons (average age: 74 yrs.) residing in the Silver Peer Housing Project, a seniors’ communal-housing project designed for independent living, were interviewed face-to-face using a general health questionnaire (GHQ-28), mental status questionnaire (MSQ) and other questionnaire containing items on personal, social and building/facility parameters. Using a GHQ Score of 7 or over to indicate poor general mental health, approximately half of the residents (45.7%) were shown to have some psychiatric problems. Independent contributors to a high GHQ score were attendance of hobby-club meetings [odds ratio (95% CI): 0.4; range,
0.2-0.8]; difficulty in laying out or putting away the bedding [odds ratio (95% CI): 2.0; range, 1.0-4.2]; difficulty in standing up from a sitting position on a mat [odds ratio (95% CI): 2.0; range, 1.0-4.1]. Also there was difficulty in reaching bus or trains stops [odds ratio (95% CI) 2.5; 1.2-5.2]; by the stepwise multiple logistic regression analysis. It was shown that a considerable number of the residents in the Silver Peer Housing facilities studied had mental health problems associated with limitations in the layout of their apartment and/or the location of the housing. Our results suggest that it may be worthwhile to prepare more comfortable housing; and to provide psycho geriatric day treatment and a communal space open to public in the Silver Peer Housing.

Gunilla Röjdalen, Gunnar Gelin and Toni Ivergard (2003) showed that the salient factors directly related to the subjective assessment of the training on mental health are gender, attitude to skill development, perceived training requirements and formal educational background. The latter relationship was negative. Of indirect importance are the level of commitment of the teacher, the satisfaction of the trainee with process, and level of control. The duration of previous unemployment was the only independent variable which directly affected the employment status after the training, and this was in the negative direction. Of indirect importance for this dependent variable were training requirement, satisfaction with the process, own level of control and attitude to skill development.

Jennifer Thome and Darothy L. Espelage (2004) evaluated the role of exercise as both coping mechanism and as a health behavior in relation to eating pathology and other measures of psychological health in a non clinical university population. Female (n=235) and male (n=86)
undergraduate students completed questionnaires that assessed exercise behavior, coping strategies, eating attitudes, self esteem, life satisfaction, affect, depression and anxiety. The results indicate that the relations among exercise, coping and eating pathology is complex. Exercise was related to positive psychological health in males while exercise in females was associated with both positive and negative psychological health. For women with high Eating Attitudes Test (EAT-26) scores, exercise was significantly associated with negative affect, and trend existed in this group such that exercise was associated with higher levels of depression and anxiety. Conversely, for women with low EAT scores; exercise was associated with positive affect. This suggests that exercise might be differentially associated with mental health based on the presence or absence of eating pathology.

Pandey, R. Upadhayay, S., and Singh, N. (2004) conducted a study on deviation from right hand preference and increased likelihood of mental health complaints, immunological disorders and accidents. The study revealed:

1. The main effects of handiness were not found to be statistically significant.
2. Inspection of mean scores on various psychological dimension reveal a clear trend on increasing psychopathology as a result of deviation from normal right hand preference to left hand preference.
3. Left hander had showed more symptoms of psycho-pathology as compared to right hander on all the psychopathological sub scales of SCL-90-R.
4. Statistical test between group differences revealed statistically reliable differences on some psychopathological dimensions. Left hander scored significantly higher than right hander on the subscales of somatization, obsession, compulsion and anxiety dimension.

5. Mixed hander also scored higher than right hander on the dimension of somatization and anxiety.

**G. Butterbaugh et. al (2005)** evaluated the potential clinical value of the Symptom Checklist-90-Revised (SCL-90-R) as a multidimensional self-report measure to identify the expected higher rates of clinically significant mental health symptoms in adults with partial/complex partial epilepsy (PE), as compared to representative samples of adult non-patients. As expected, adults with PE had significant higher rates of elevated SCL-90-R scale scores than did adult non-patients. The SCL-90-R may serve as both a screening measure to identify patients who could benefit from further mental health services as well as a measure of clinical response to epilepsy and mental health related interventions.

**N. Burnay, P Kiss and J. Malchaire (2005)** assessed the subjective estimates of well-being of four different age groups, to compare them across different employment statuses (stable job, temporary job, insecure job, unemployment, and pre-retired), and subsequently to evaluate the evolution of these estimates over several years. The study population consisted of 5790 subjects, divided into four age groups: less than 30 years of age, 30-39 years, 40-49 years and 50-60 years. Employment status was
categorized into five groups: stable job, temporary job, insecure job, unemployed, and pre-retired.

Kumar, S. (2005) conducted a study of Mental Health of pupil teachers of Hamirpur District in relation to their gender, stream and social category. The investigator examined the mental health of pupil teachers on components- (i) Positive self evaluation (ii) Autonomy (iii) Integration of personality (iv) Perception of reality (v) Group oriented attitude (vi) Environmental competence, of mental health and overall mental health. The objectives of the study were: (1) To study the difference in mental health of male and female pupil teachers, (2) To study the difference in mental health of pupil teacher of science and arts streams, (3) To study the difference in mental health of pupil teachers of open and reserved categories, (4) To study the interaction effect of type of gender and stream on the mental health of pupil teachers, (5) To study the interaction effect of type of gender and social category on mental health of pupil teacher, (6) To study the interaction effect of type of stream & social category on mental health of pupil teacher and (7) To study the interaction effect of type of gender stream & social category on mental health of pupil teacher.

The study was delimited to science of arts B.Ed. students of session 2004-2005 of colleges of education located in District Hamirpur. Tool used to collect data was Mental Health Inventory (MHI) constructed by Dr. Jagdish. Dept. of Psychology, Banaras Hindu University-Varanasi (1983). The collected data was treated with statistical technique ANOVA. Findings of the study revealed that:
(1) Male and female pupil teachers do not differ significantly on mental health regarding (i) Positive self evaluation (ii) Autonomy (iii) Group oriented attitude (iv) Environmental competence (v) Overall mental health but significantly differed on (i) Perception of reality, and (ii) Integration of personality, components of mental health.

(2) Male and female pupil teachers of science and arts streams do not differ significantly on the perception of reality component of mental health but significantly differ on mental health components viz. (i) Positive self evaluation (ii) Integrative of personality (iii) Autonomy (iv) Group oriented attitude (v) Environmental competence and (vi) Overall mental health.

(3) Male and female pupil teachers of open of reserved categories don’t differ significantly on positive self evaluation component of mental health but significantly differ on mental health components viz. (i) Perception of reality (ii) Integration of personality (iii) Autonomy (iv) Group oriented attitude (v) Environmental competence, (vi) Group oriented attitude and (vii) Overall mental health.

(4) There is no significant interaction effect on the type of gender and stream on mental health of pupil teachers w.r.t. all components of mental health.

(5) There is no significant interaction effect on the type of gender and social category on mental health of pupil teachers w.r.t (i) Positive self evaluation (ii) Perception of reality (iii) Integration of personality (iv) Autonomy and (v) Environmental competence, components of mental health but a significant interaction effect is found on (i) Group oriented attitude (ii) overall mental health of pupil teachers.
(6) There is no significant interaction effect on type of stream and social category is found on mental health of pupil teachers w.r.t. all components.

(7) There is no significant interaction effect on type of gender, stream and social category is found on mental health of pupil teachers w.r.t. all components.

II.2.3 RESEARCHES RELATED TO TEACHING COMPETENCY

A number of researches have been conducted on areas related to teaching competence. A few of these researches are:

Cattel and Ebee (1957) have isolated five characteristics they considered to be connected with success in professional occupations; dominance, lack of inhibition, imagination, shrewdness and liberalism. They also noted emotional instability, sobriety, perseverance, sentimentability and self discipline. From these findings it appeared that there are two types of personalities that are to be found among teachers, both are contradictory to each other and provide the basis for success in different aspect of the teacher’s role. A teacher with the characteristics of the second type may provide less of professional image but be more effective teacher.

Soar (1966) tested the effects of training groups of teachers from four schools, while the principals were given similar training separately. No evidence of over all increase in teacher effectiveness as a consequence of the experimental procedure was obtained. But there was evidence that better adjusted teachers were more effective and less adjusted teachers were less effective after training then before.
Nair (1974) aimed at finding the impact of certain sociological factors like family background, caste, religion and sex on the teaching ability of teachers. The study which was conducted on 200 secondary school teachers from the educational district of Trichur (Kerala) revealed that age has a positive relationship with teaching ability whereas teachers' parental socio-economic conditions had a negative influence on teaching ability, sex, locality of school, caste and religion were found to be not affecting the teaching ability.

Arora (1976) conducted the study, 'Difference between Effective and Ineffective Teachers'. The objective of the study was to find out the characteristics differentiating effective teachers and ineffective teachers. Other objectives were to study were: (1) Their educational background (ii) Their professional background (iii) Job motivation (iv) Present work and work load (v) Job satisfaction (vi) Their attitude.

The findings of the study were:

a) Age and tenure of service were non differentiating characteristic.
b) A greater number of ineffective teachers passed examination during service.
c) The education qualification, division obtained and continuity of study in one phase did not differentiate.
d) For job motivation the stage at which the decision to join the profession was taken into the consideration, which influenced the choice of profession and the decision to join the profession were the differentiating characteristics.
e) Group of effective and ineffective teachers differed on the attitude of teaching, teacher pupil relationship, discipline, punishment, teaching aids, home work and curriculum etc.
Dinne Sirna Mancus (1992) conducted a study on influence of male teachers on elementary school children’s stereotyping of teacher competence. Children from two elementary schools, one with thirty-three percent male teachers and other with no male teachers, were asked to attribute a series of descriptive statements regarding teacher competence to a hypothetical male or female teacher pictured in a cartoon drawing. Students with male teachers were found to make significantly more non-stereotyping attributions than students with no male teachers \[ F(1,183) = 15.07, p<.001 \]. Multivariate analysis (MANOVA) was carried out on nine competency subscales and for a general competence composite score with school and subject gender as factors. No significant differences between schools were found but significant effects of sex by school interaction were found.

A discriminate analysis uncovered two canonical variables that discriminate among the four groups: female treatment, male treatment, female control and male control. The first function, number of female sections overall, discriminated the females from the males. The second canonical discrimination function, attribution of mismanagement, revealed that the responses of boys and girls were not the same from school to school. Control school children made negative attributions in the mismanagement subscale to opposite sex teachers, while treatment children made negative attributions to same sex teachers. In the assignment of mismanagement items, the presence of male teachers significantly influenced responses which can counter to theories of sex role identification, including projection by elementary school age children of negative qualities of the opposite sex. An analysis of descriptive data indicates that boys with male as well as
female teachers made the most egalitarian attributions to male and female teachers.

Data suggested that the inclusion of men as members of the elementary school faculty could be most beneficial to boys. The presence of male teachers was not found to influence boys' interest in becoming teachers. Interest in teaching was found to differ significantly by sex ($X^2=24.036$, df $=1,183$, p<.001) but not by school. Neither control school nor treatment school boys wanted to become teachers, while girls overall reported significant interest in teaching careers.

Ronald D. Simpson and Kathleen S. Smith (1993) conducted a national study for validating teaching competencies for graduate teaching assistants. The study used Delphi method to validate teaching competencies of graduate teaching assistants (TAs). Through the use of expert opinion, a panel of national teachers in teaching assistant support and training validated 26 competencies as important in the preparation of teaching assistants. Feedback from panelists suggested that same instructional competencies depend on the specific responsibilities that are assigned to an individual TA.

Wayne K. Hoy & Anita E. Woolfolk (1993) studied teachers' sense of efficacy and the organizational health of schools. This study examined the relationships between two carefully specified dimensions of teacher efficacy (general and personal teaching efficacy) and aspects of a healthy school climate (institutional integrity, principal influence, consideration, resource support, morale, and academic emphasis). The sample was composed of 179 teachers, randomly selected from 37 elementary schools in New Jersey. A teacher efficacy scale and a version of
organizational Health Inventory were administered to the teachers in their schools by a researcher. Correlation and regression analyses were used to examine relationships among variables. Our primary concern was with individual teacher efficacy; hence, individual teacher perception served as the unit of analysis. We found that a healthy school climate - one with a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teacher was conducive to the development of teachers' beliefs that they can influence student learning (personal teaching efficacy). Thus teachers' confidence that they can reach students was supported by organizational factors that help teachers manage and teach students. Only institutional integrity (the ability of the school to protect faculty from un-reasonable outside demands) and teacher morale predicted general teaching efficacy. The data demonstrated that the constructs of general and personal teaching efficacy are separate sets of beliefs.

Gupta, Asha & Kaur, Satpal (1993) attempted to study the role of job satisfaction, locus of control, professional burnout on teaching competency using factor analytical technique. The sample of the study comprised 440 teachers teaching in the schools of three districts of Punjab namely Ludhiana, Ropar and Ferozpur. Tools used to collect data included the Self Rating Study for Teacher of Sidhu, Pupil Rating of Teacher Scale by S.S. Grewal, Teacher's Job Satisfaction Scale by Chandel, Rotter's Internal External Scale and Maslach's Burnout- Inventory. The collected data was treated with factor analysis. Major findings of the study were:

i) Total teacher rating by pupil is a major factor in evaluating teaching competency and all its sub-measures namely, personological characteristics teacher rating, professional
qualification teacher rating and social qualities teacher rating also play a dominant role in finding out the teaching competency.

ii) Those teachers who were efficient and were good at presenting the lesson and keeping good relations with students as well as their colleagues and head had high teaching competency and also had a high level of job satisfaction.

iii) Those teachers who experienced feelings of being emotionally over extended and exhausted by their work and had poor feeling and impersonal response towards the students did not have any feelings of successful achievement in their work and hence did not have any job satisfaction.

iv) Committed teachers who applied teaching techniques in the classroom and evaluated the lesson they taught were found to be highly competent.

Kukreti, B.R. (1994) conducted a correlated study of job motivation and teaching competency. The objectives of the study were: (1) To find out the motivational factors of teaching job which are correlates of competent teaching, and (ii) to ascertain the motivating factors which differentiate competent and incompetent teachers. The sample comprised 589 teachers from secondary schools in Bareilly in U.P. and 2356 students from the sample schools by the multistage random sampling technique. Tools used were the Teacher Efficacy Scale (TES) by Chauhan and Jain and Job Motivation Analysis Form (JMAF) of Uniyal. The collected data was treated by applying Mean, SD and ‘t’ value. Major findings of the study were:
i) The competent teachers had joined the teaching profession because they regarded teaching as a prestigious job. They believed that the teaching profession provided them reasonably salary, security, opportunity of social service, to establish human relations and to enhance their knowledge. They had chosen the teaching profession because of that they could cultivate their creativity and maintain punctuality.

ii) Incompetent teachers entered the teaching profession because they thought that through this profession they would get fame, personal freedom, influencing opportunity and enough leisure with little burden of work. They had chosen teaching as a profession because they believed that there was an easy entrance, greater opportunity of leadership, association with students and self expression.

David M. Memory, Richard L. Antes (2001) conducted a study to assess the criterion-related validity of one state’s set of basic skills requirements for teacher licensure. Though all 186 participants met the basic skills requirements in place when enrolled as teacher education students, the PPST Reading Scores of 77 participants and the PPST Mathematics Scores of 67 do not meet the state’s current requirements. The magnitude of correlations between the participant’s basic skills scores and their performance in student teaching provides no criterion related support for the current mathematics raise questions regarding the minimal competency assumption that positive relationships exist between teaching performance and scores below the qualifying levels on basic skills tests.
Gorham, Epliraim (2001) studied multicultural teaching competence as perceived by elementary school teachers. Purpose of study was; (a) to explore elementary school teachers perception of their strengths and deficiencies for working with, and meeting the need of students from diverse cultural backgrounds. (b) to assess the relationships between these perceptions and the teachers multicultural background and demographic factors such as - age gender and ethnicity. The participants were elementary school teachers in Guilford, North Carolina. One school was randomly selected from the four graphical regions in the school system. Teachers who taught summer schools were also selected to participate in the program. This study used Jocobeth Ntsebe Thabedes dissertation, Multicultural teaching competence as perceived by Business Education student Teachers (1996) as a model to frame the research.

The outcome of the regression formula indicated 38 percent of the variance of building respect. Building respect for diversity represents the teacher’s reported willingness to model respect building. The four important independent variables were age, number of hours of multicultural instruction, whether they taught in suburban schools and whether the participants had experience with diversity during their education. The findings of the focus groups and the survey showed teachers, who had multi ethnic family origin, early education experience with cultural diverse students and multicultural friendship groups, perceived themselves competent to teach multicultural students.

Thomas J. Dormody, Robert M. Torres (2002) conducted a study to determine perceptions among New Mexico State University pre-
service agricultural education program graduates from 1990 to 2001 who were teaching agriculture on their attainment of teacher competencies and professional development activities influencing their growth on these teacher competencies since graduation. Data was gathered using a researcher developed questionnaire. Participants perceived their at-graduation teacher competency ability as satisfactory on average. On average, participants perceived their current teacher competency abilities to be between satisfactory and very good. For each of the 28 teacher competency statements, participants perceived growth from time of graduation to their current abilities. The biggest improvement was on participant’s ability to keep students on task. The least improvement was on their enthusiasm toward all facets of the educational program, however, this teacher competency statement was rated highest at graduation and maintained a high ranking as a current ability. Given list of professional development activities, participants perceived on the job experience as having the highest level of influence on their teacher competency ability growth from the time of graduation to the present.

Manjula R. Rao (2002) studied teacher competencies and learner’s achievement in tribal areas of Karnataka. The study carried out in two taluks of Chamaraja Nagar district and in one taluk of Mysore district, examines the teacher competency and learner’s achievement in the tribal areas of Karnataka, where the tribal people are thickly populated. 261 students and 31 teachers were involved in the study. The teacher’s competency and the learner’s achievement were studied in different school subjects by administering competency test to the teachers and the achievement test to the students. The teacher’s classroom practices were also
observed to study their competence in subject matter as well as in the pedagogical skills.

The findings revealed that the teachers do not possess required competencies either in the subject or in the pedagogical methods except for an average performance in language and mathematics. Similarly the student’s achievement was found to be low except in language and mathematics which was only on the boarder line of average performance from the findings. It is recommended for professional developers working with primary school teachers to promote their competence in all aspects, especially to fit into the tribal context, so that excellence in the student’s achievements can be realized.

Chanda D. Elbert & Connie D Baggett (2003) conducted a study; “Teaching competence for working with disabled students as perceived by secondary level agricultural instructors in Pennsylvania’. The purpose of this study was to identify competencies perceived as needed by secondary level agricultural teachers in Pennsylvania to help them become more effective while working with disabled students. A random sample (153) of 60% of the secondary agricultural teachers from a 1990-2000 State Directory for this descriptive study. The instrument used was divided into five competency areas: personal characteristics, professional role and development, instructional role, knowledge statements, and student leadership & organization. Subjects rate their perceived present and desired levels of competency by responding to a five-point Likert-type scale on 17 items. Frequencies and distributions were used to describe demographic variables. A paired t-test was used to analyze each competency area. The five currently held competency levels rated lowest were: (1) completing
individual vocational education plans, (2) being familiar with law that apply to special needs students, (3) completing individual education plans, (4) assisting the student in viewing his/her assists or limitations realistically, and (5) utilizing a variety of teaching methods and techniques to provide instruction for disabled students. All teachers rated their desired competency. It was recommended that in service programs be planned so that teachers may increase their knowledge base while working with disabled students.