CHAPTER II

REVIEWS OF RELATED LITERATURE

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CHAPTER II
REVIEWS OF RELATED LITERATURE

2.1 INTRODUCTION :-

A summery of the writing of recognized authorities & of previous research provides evidence that the researcher is familiar with what is already known & what is still unknown and untested. Because effective research is based on the knowledge. This step helps to eliminate the duplication of what has been done & provide useful hypothesis & provides helpful suggestion for significant investigations.

While starting to any research work it is important to take the review of the previous researches related to the research problem. It will help to do in depth study of research problem. Review of previous researches directs to present research; it gives exactness & appropriateness in findings in research problem. Through the review of previous researches, the researcher get the knowledge about the subject & the procedures followed in those researches the becomes attentive problems that they faced, the lacking of their researches are acquainted becomes about those problems.

2.2 PURPOSE OF REVIEW:-

A review of related research serves several important purpose & helps the research at every step of wisher venture.

1) A careful literature helps in avoiding this wastage.
2) It helps in the selection of appropriate methodology and design.
3) A review of literature yields useful hints for further research and the further researchers and benefit it.

4) Literature reviews helps in defining and delimiting the problem.

5) The researcher identify the significant studies already done in his field and places his own study in the significant studies already done in his field and places his own study in right historical perspective.

6) The researcher gets information and knowledge of the topic.

2.3 IMPORTANT ELEMENTS IN SEARCHING RELATED LITURATURE

In searching related literature the researcher should note certain important elements.

1) Report of studies of closely related problem that have been investigated.

2) Design of the study, including procedures employed and data-gathering instruments used.

3) Population that ware sampled and sampling methods employed.

4) Variables that were defined.

5) Extraneous variables that could have affected findings.

6) Faults that could have been avoided.

7) Recommendation for the future research.

8) Topic related knowledge from different books & periodicals.
2.4 REVIEWS RELATED TO RESEARCH STUDY:-


Mental Health problems are not distributed across population strata defined by social economic status.

**Indicators :**

Researcher aim to indicate the relationship between childhood mental Health problems and SES by including some detailed information about mental health and SES indicators.

**Methods**

The participants were begin child study (BCS) found in other countries. These are immense differences in diffraction between groups. Between Africans and other and it is explain by their socioeconomic status.

The children in the household are often hungry is associated with more depressive symptoms.


Including exercise for the prevention and treatment of mental disorders is a promising area of research for exercise scientists since data indicate that many of these disorders are not treated at all, and there is a significant delay in treatment. This review provides an appraisal of the recent use of exercise to prevent and treat specific mental disorders and provides a recommended framework for future progress of this research. More research is needed to overcome methodological issues to demonstrate the efficacy and effectiveness of exercise and to integrate mental and physical healthcare for widespread dissemination.
3. **C Ardington et, al, (2010):**

   This paper investigates the association between mental health and socioeconomic status and assesses the extent to which the correlates of depression change over the life cycle. Mean depression scores for South Africans are markedly higher than those found in other countries. There are large differences in depression between population groups. For both men and women, sixty percent of the gap between Africans and whites can be explained by their socioeconomic status. Household expenditure per member and the number of assets owned by the household are significant negative correlates of depression, as is educational attainment.


   The correlations between mental health and physical activity is investigated and some hypothesis are formulated about it during the aging process, physical exercise is represents a potential adjunctive treatment for neurodegenerative process. In this reviews neurotrophic factor and neurogenesis. Cerebral blood flow alteration is some of the concepts involved and discussed.

5. **Peter P. Roy-Byrne, et.al, (2009) :-**

   This study has investigated the previously reported poor socio economic status who have depression and anxiety could result from not taking mental health treatment.

   **Methods**

   The study sample is 1,772 participants in the national comorbidity survey replication who met criteria for anxiety disorder (NCS-R)
Bivariate and multivariate logistic regression analysis were used to study this.

**Results:**

Age, gender, marital status and race ethnicity were strong predictors of multivariate analyses, education, income and assets were minimally contrast.

**Conclusions:**

Socio economic status does not play a major role in the treatment at depression and disorder.

6. **Andrew Page, et.al, (2009):**

The population attributable risk (PAR) of mental disorder is compared to socioeconomic status (SES) for suicide was measured for Australia. For disorder the highest (PAR) rate for attempted. Suicide was anxiety (male 28%, female 36%) fro accupation purpose male attempted suicide (Male 31%, Female 16%) and education level Male 19%, female 8% all secede for mental disorders.

7. **Mental Health: A study of rural adolescents (June-2009)**

**By – Tejpreet Kang & Asha Chawla:**

Present paper is based on the study on the mental health of rural adolescent boys & girls, Socioeconomic Status Scale was used to assess the socio – economic status of the respondents. Results showed a non significant gender difference across mental health status but a significant
difference in somatic health status of adolescent boys & girls. Boys were found to be having better somatic health status as compared to girls.

Objective – To study the mental health of rural adolescent boys & girls.

Tools- Socio-Economic Status revealed that non- significant differences existed in mental health status of rural adolescent boys & girls. Girls were found to be on the better side of mental health as compared to boys who were found more restless, lonely, angry & uneasy. Whereas significant differences were found in somatic health as compared to their counterparts, indicating that they suffer less from somatic problems like headache, fatigue, acidity, sleeplessness, etc. as compared to the girls.

8. Gender difference as associated with mental health of the college going students of various faculties. (August – 2009) By – M. Bala *R. Agarwal** R.P.Sarna***:-

The present research was conducted to study the gender differences as associated with mental health of the college going students of various faculties by employing a two group design on a sample of 210 students from arts, science & commerce faculties. The status of mental health was assessed by boys had greater emotional stability, adjustment & intelligence than girls in students of arts faculty & self – concept in the students of science faculty. In addition, girls had greater security – insecurity feeling than boys in the students of arts faculty, greater emotional stability, adjustment & security- insecurity feelings in the students of science faculty & emotional stability, autonomy & security – insecurity feelings in the students of commerce faculty.

Research Tool – Mental Health Battery.
Conclusion :-

1. Gender differences existed with reference to various aspects of mental health. Boys had greater emotional stability, adjustment & intelligence than girls in students of arts faculty & self-concept in the students of science faculty.

2. Mental health differs significantly while subject belonged to difference gender & discipline of the study. Girls had greater security- insecurity feeling than boys in the students of science faculty & emotional stability, autonomy & security –insecurity in the students of science faculty & emotional stability, autonomy & security-insecurity in the students of commerce faculty.

By – Niradhar Dey*

Effectiveness in teaching depends upon the healthy mental health & well adjustment in ones profession. The present study was an attempt to know the adjustment & mental health of secondary school teachers. The total sample comprised 120 secondary teachers. Mangal Teacher Adjustment Inventory & RCE Mental Health Scale of teachers was used. The finding revealed that mental health & teacher’s adjustment is associated with each other. Mentally healthy teacher can be expected highly adjustable & vice versa. The female teachers were more mentally healthy & highly adjustable.

Objective :

1. To compare the mental health of govt. & private school teachers.
2. To compare the adjustment qualities of govt. & private school teachers.
3. To compare the mental health of male & female teacher’s
4. To compare the adjustment qualities of male & female teachers’s
5. To study mental health & teacher adjustment in Govt. schools.
6. To study mental health and teachers adjustment in private schools.

Research tools:

1. Mangal Teacher Adjustment Inventory (MTAI) developed by S.K. Mangal.
2. RCE Mental Health Scale of Teacher developed by

Conclusion – The findings of the present study revealed that mental health and teacher’s adjustment is associated with each other. A mentally healthy teacher can be expected highly adjustable & vice Versa. The difference observed among the male & female teachers were a very revealing fact, as female teacher were more mentally healthy & highly adjustable, it is because , the female teachers always showing balancing attitude it may be in their family, society or profession.

As they are more aware about the art of life, they show more healthy mental attitude & adjustment than the male teachers. At the end, it may be suggested that he or she may be

10. Lora Humphrey Beebe, et al. (2005):-

This is the study of schizophrenia people. This study examined a 16 week for out patient’s diagnosed with schizophrenia. (N-10) six minute walking, body mass index, percent body fat and severity of psychiatric symptous were measured. Experimental participants are also
great aerobic fitness. Research is needed to identify effective exercise interventions.

11. Majid A.A.- study to the different views of Mental Health, Ph, D, edu, AMU 1984

The objectives of the study were to identify the dominant factors which constituted the complex phenomenon known as Mental Health.

G,A Ansari’s self Acceptance scale, Ansari and G.A. Ansari’s self Acceptance scale Ansari and G.A Ansari’s level or aspiration coding test and E.L shostrom’s personal orientation inventory which is a measure of time perspectives self actualization, existentaility, feelings, Reactivity, self regard, self concept, perception or Nature of man, acceptance of Aggression and capacity of intimate contact were administered to a sample of 210 boys and 220 girls. The data were subjected to factor analysis employing the method to principal component analysis. Separate analysis was done for boys, girls and boys and girls combined. The extracted factors were rotated throughout to achieve a psychologically meaningful simple, simple structure of factor loading.

The following factors were obtained:

1. Factor I was called’ self Acceptance because it was contributed by to variably which reflected accepting attitude at the in towards himself. This factor was common among all the groups.
2. Factor II for the combined group and factor III for boys and girls were called existential autonomy because they were contributed by variables which indicated existential and inner orientation
3. Factor II For girls was called open mindedness because it was mainly contributed by the variables which referred to a present oriented and open personality.
4. Factor II For boys and factor III for the combined group emerged as a configuration of loading contributed by all the variables of mental Health this factor was therefore, named the factor of general Mental Health.

12. **VISHAL:-** A Study of the personality pattern and motive structure of yogis and effect of yogic practice on certain psychological parameters, Ph.D psy.U.1985

The objectives were (I) to study the differences in the personality of yogis and general population. (II) To study the differences in the motive structure of yogis and the general population (III) To study the differences in the values systems of yogis and general population. (IV) To find out the relationship between personality and measures of values. (V) To find out the relationship between personality factor and measure of motives. (VI) To find out the relationship between measures of motives and measures of values. (VII) To have factorial analysis of the scores of yogis on the measures of personality, motivation and values. (VIII) To study the effects yogic practices on certain psychological parameters

In the study pretest, post-test experimental design was used. The study was conducted in two phases. In the first phase yogis (N=218) who had been practicing yoga for at least two years were taken. In the second phases such a subjects (N=20) who attended a six month training program in yoga were drawn for the sample the following tools were used in the study.

Cattell’s anxiety scale questionnaire

1) Tiwari and Singh security and insecurity inventory.
2) Hand steadiness test
3) Memory test.
4) Pulse rate
5) Breath holding time
6) Oral temperature
7) Blood pressure (systolic and diastolic)
8) Body weight
10) Ojhas study of values.
11) Cattles Sistine motivation analysis scale.

The data so collected were analyses through factors analysis and ‘t’ test.

**The findings were :-**

1. The yoga is differed from the general population in these mean scores or certain factors of personality and values.
2. In case of yoga the inter correlations among variables of values, motivation variables of personal by and values and this were very low almost approaching zero.
3. In case of yoga the measures of personality, motivations and values showed a reasonable amount of overlap among themselves.
4. The results of factors analysis in case of yoga revealed four factors of motivation three factors of values, and one additional factors of personality. These factors were interpreted but no names were given to these factors.
5. Yoga practices affected significantly certain psychological and psychological parameters.
*studies on mental health of pupils and teachers were equally important since they affect classroom learning and development of desirable behavior.


Present paper is based on mental health of student and challenge in 21st Century. Five aspects of schools which do not directly linked but have adverse impact of mental health of mental health of student have been discussed, they are 1) Classroom instruction 2) Individual Attention 3) Discipline 4) Teachers 5) Examination.

School should be positive and construction experience so that maladjustment among student can be prevented. Because prevention is always better than care.

**Conclusion:-**

**Measures:-** School can adopt to promote mental health of students.

1. For preventing school disabilities, instead of criticism and punishment, praise and encouragement school should be used.
2. Students should not be compared unnecessarily. Children’s marks should be compared with their previous marks.
3. Classroom instructions should promote general adjective habits. Emotional stability and awareness towards own task among students.
4. To pay attention, general instructions should follow individuals' drill.
5. On group project each student should be assigned work according to his ability.
6. There should be multipurpose courses in schools.
7. Teachers should develop personal contact with each and every of his students.

8. Engage students in some constructive activities according to their abilities.

9. Teachers should be having completed knowledge of subject matter to be taught and also methods of teaching.

As far as mental health of student is concerned, as a teacher we must have common sense and good intentions towards each and every individuals in school.

14. Mental Health of High School Students: -

A comparative study by A.K. Nanda

In this study attempted was made to study and compare the mental health of SC and ST, first Generation learners (FGL) and general category students and qualitative analysis of causes of low mental health made by taking consideration. i) The psychological, sociological, educational, environmental, cultural, economic factors. ii) The interview results of, teachers and head masters.

Objectives: - 1) to study and compared the mental health of scheduled castes, Scheduled Tribes, first Generations coarseness and general category students.

ii) To find out the instruction effect of variables such as area of habitation urban, Rural, Ashram, sex and Community on mental health of students.

Sample—the study population involved 1579 students from 86 schools covering there circles of cut lack of Orissa state.
Tools :- mental Health scale developed by A.K. Nanda (1980) and interviews of parent and teachers. And head masters.

The reliability and validity coefficients’ of M.H. scale has been calculate to be 0.82 and 0.86 respectively. The scale consists of six diminutions assessing and individuals.

1. Self-esteem 2) self-concept 3) view of life 4) perception of fellow-human beings 5) Area of adjustment 6) Feelings of Achievement this scale consists of 60 statements having five alternatives.

Design :-

The development variables Mental Health was compared with the independent variables i.e. community, sex and area of habitation and also their instructions. Arithmetic mean, S.D. test the quartile deviation were used in the analysis of data.

Hypotheses:-

1) No difference exists in mental health between ST., SC. Students and f4l, general category male-female students and urban, rural, ashram students.

2) No difference exists in mental health between community variables (ST., SC. Students and f4l, general category male-female students and urban, rural, ashram)

Conclusion:- It was found from that in case of urban, Rural and ashram schools the values were highly significant. Therefore the Mental Health of Students from urban, rural and Ashram schools found to be significantly different. It was also observed that there exists highly significant difference in mental health scores of students belonging to FGL group and general category, male and females, SC, ST and general category students moreover, the mean score on mental health of male &
female students SC,ST students in urban schools, male and female and SC-general FGL-general in Ashram schools did not differ significantly.

2.5 CONCLUSION

The researcher has gone through the above mentioned research works & from its conclusion & finding the researcher got help in selecting the method. It also helps in deciding objectives, hypothesis, and research tool. The researcher takes only of the above mentioned work. She try to keep her methodology different from others work