CHAPTER - II

REVIEW OF LITERATURE

Introduction

Teaching in India now is not like what our ancestors faced. It has become complex nowadays for teachers to deal with various facets in their field and it results in numerous problems to be faced by the teachers especially by women teachers and specifically by married women teachers. The researcher has selected a sample of married women teachers in Aided Higher Secondary Schools at Tiruvarur District of Tamil Nadu state in India to arrive at a conclusion relating to the causes for their mental stress. Hence there is the significance of imparting life skills on perceiving not only their social problems but also their family circumstances with reference to the quality of life. This present study focuses on bringing about valuable suggestions and solutions relating to lessening of stress in their work-place and family. In this chapter, the researcher has highlighted the reviews related to the present study. The reviews selected by the researcher concerning the problem selected have been classified as follows:

1. Notable Statistics regarding School Teachers worldwide
2. Studies related to the Status of Working Women in India
3. Reviews on the Stress among School Teachers
4. Studies related to Sources of Stress among School Teachers
5. Reviews related to Family Environment among Women School Teachers
6. Reviews related to Life Skills of Teachers
7. Studies related to Quality of Life among Women School Teachers
2.1. **Notable Statistics Regarding School Teachers Worldwide**

Research by the **Teacher Support Network**, Canada in 2008 found that 71 per cent of Scottish teachers felt their job was ruining their health, with stress, exhaustion, mood swings and poor sleep patterns common.

One in three teachers have turned to alcohol, drugs, smoking and binge-eating because of pressures at work. Some have had suicidal thoughts, according to a study carried in Nottingham. **Survey (2008).**

**Walker (2008)** found that 15,000 teachers go sick EVERY day (and it's blamed on stress and ministerial meddling).

Half of all teachers have thought about quitting because of stress. Lack of respect from pupils, heavy workload, and dealing with 'pushy parents' are all blamed, according to a YouGov survey in 2007, **The Guardian (2009).**

Teacher suicide rate rises by 80 per cent, says **Channel 4 (2011).**

25% of Indian teachers bunking school: **World Bank report (2011)**

The number of teachers taking stress leave has increased by 10% over the past four years, with 15 local authorities seeing a 50% rise in stress-related absences, according to statistics released under the Freedom of Information Act, UK **The Guardian News (2012).**

In 9% of the countries the constitute more than 95% of the teaching force. (**UNESCO Report, 2012**)

Women account for a majority of primary school teachers in 78% of 171 countries studied. (**UNESCO Report, 2012**)

70% of teachers in Tamil Nadu State of India area women, low salaries are the main reason for men not taking up jobs in schools. (**Times of India, January 10, 2015**)
2.2. Studies related to the Status of Working Women in India

Khare (1963) observed that women belonging to low strata seek employment due to their poor economic conditions while the middle class wives want to utilize their education for the cause of society.

Gadgil (1965) stated that women do not take up jobs if their family background is economically sound. Women’s exclusion from employment is considered as a symbol of high social status.

Singh (1972) and Sandhu (1985) reported that economic necessity is found to be the main reason of seeking employment by the women of Punjab.

Goldstein (1974) revealed that educated women in Indian society also work for non-economic advantages. They worked to ‘keep busy’, to make use of their education, for getting economic independence, desire to provide service to others, even some women work because of their interest in a particular field.

Srivastva (1978) in her research study pointed out that as many as forty per cent of the urban educated women work mainly for non-economic advantages.

Lusting and Rendon (1979) revealed that increased participation among women in the work from higher income families is due to their better education, great job opportunities and their desire to leave home for some time as they are having servants to perform their household work.

Gardon and Kammeyer (1980) found a positive and significant relationship between the employment and economic needs of the women, especially women having small children.
Dayal (1980) reported that common problems faced by working women are physical and mental exhaustion followed by lack of time for care of home and children.

Soni (1982) highlighted that inability to look after their children and too much responsibility of household work are the problems encountered by majority of the working women. In addition to these, conflict with in-laws is another problem. A very few women face the problem of conflict with their husbands too.

Soni (1982) stated that main motivation to work among rural working women is the economic necessity as well as the need to supplement family income, while in urban areas ambition of better career is the main motive.

Devi (1984) revealed that women in economically weaker sections of Indian society are left with little option but to work because of their pitiable financial situation.

Sandhu (1985) concluded in her study that lack of rest and heavy schedule of work both at home and at job are the factors responsible for deterioration of health of working wives in farmer families. The socio-psychological problems result from the neglect of children and lack of leisure for recreation.

Sekaran (1992) revealed that as compared to their counterparts of the world, Indian working women face lot of difficulties in managing their work and life. For most of the working women, instrumental support is in the form of hired domestic help or female members of extended families. Although hired domestic help in urban areas have been noted to be expensive and unreliable, they still continue to be major source of support for the growing number of nuclear families who live far from their relatives.
Komarraju (1997) noted that relative absence of an infrastructure that provides a reliable supply of electricity, water and time-saving modern day kitchen and other appliances, renders the performance of domestic responsibilities a burden, particularly for women in dual career families.

Nagaich (1997) pointed out that because of dual responsibility, majority of the working women do not find enough time to take care of their home and children. So far as the problems at workplace are concerned, majority of women do not face any problem rather they show a high degree of job satisfaction which indicates their confidence and competence in their office roles.

Bhagawan (1997) studied on job stress among 53 male and 47 female teachers from 20 schools in Orissa. It was found from the results that male teachers experienced more stress compared to female teachers.

De’Souza (1998) highlighted that in India when both husband and wife are in job, the wife’s occupational prestige is lower than that of her husband. Prestige of a husband is considered to be more important.

Rout, et al., (1999) examined that Indian women experience considerable pressure in the morning before going out to work and after work, to do all that is necessary for the family.

Taisha (2002) stated that women carry a double load as employee and housewife. They are supermoms playing varied roles and reconciling between tradition and modernity.

Singh (2002) reported that women delayed their decision to have a child if they were committed to their jobs and preferred to have only one child since responsibility of home is considered to be their duty. They do not give much
priority to their promotions and career growth as they prefer to give quality
time to their children. Unmarried women are able to do better because they do
not have home responsibility but they have constraints on socializing with
friends and family.

**Punia (2005)** found that many domestic factors make it difficult for the
women to advance to higher jobs. They need to choose between two apparent
opposites- an active and satisfying career, or marriage, children, and a happy
family life.

**Jain (2006)** reported that in Indian marital culture, women are solely
responsible for cooking and doing household chores, as well as becoming
completely domesticated with the arrival of children. Men are, on the other
hand, generally responsible for taking up outside home jobs and providing their
families with a monetary income on a regular basis.

**Sandhu (2010)** in his article titled, “Working Women in a Trap”
published in ‘The Tribune’ pointed out that marriage and job bring in more
problems for the women. While going to work there is the daily tension of
driving safely on the killing roads. She has to work at office, fighting off
unwanted male attention and leering, and compete with the male colleagues in
a desperate effort to prove that she is doing an equally good, if not better job.
On way back home, she buys groceries, then cooks food, cleans the house,
helps the children with homework and makes the beds. At the end of the day,
she might think: why is it so though being a woman?

### 2.3. Reviews on the Stress among School Teachers

**Dunham’s (1980)** results on stress experienced by both English and
German teachers showed that they perceived poor staff communication and
disruptive pupil behaviour as major source of stress.
Portner (1982) examined that although older teachers reported more physical complaints and recent stressful life events, overall well being was superior to that of the younger teachers.

Hawkes and Dedrick (1983) reported that 90% of the teachers they surveyed indicated some level of stress in their work.

Belcasto and Gold (1984) studied teacher stress and burnout implications for school health personnel and concluded that occupational stress proved to be a serious health risk to teachers.

Harris, et al., (1984) indicated that teachers with a humanistic orientation have fewer problems with classroom discipline and are less subject to stress than are those with an authoritarian approach.

Delongie (1985) studied the relationship of everyday stress to mental health and well being. He observed that everyday stress was linked with depression, somatic symptoms and health problems. Results indicated that those who received low emotional support from family, friend, co-workers were about twice as likely to develop mental health problems as compared to those who received high emotional support.

Gasser (1985) found no sex differences in teachers’ stress.

Chance (1985) on Inner-city rural female teachers found (20 out of 40 factors, such as lack of administrative support, target of verbal abuse, drug and alcohol problems and the like) significantly more stressful than affluent urban teachers. Overall, Inner-city teachers reported higher level of stress than their colleague teaching in affluent suburban schools.

Misra (1986) conducted a study on secondary school teachers and found that stress had become a basic characteristic with teachers and burnout
becomes their apparent reaction. It was further found that age difference was significant with respect to stress of teachers. Stress was positively related to burnout with respect to emotional exhaustion and depersonalization.

**Murphy (1986)** found female teachers experiencing more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher relations.

**Wallace, et al., (1986)** in a study on two different groups of elementary teachers found that there are some differences in occupational stress between regular and special education group of elementary teachers.

**Craddock (1988)** studied occupational stress, support at work and psychological well being. Results revealed that supervisors and co-workers’ support directly influence subsequent job stresses, but only supervisor support influence later job strain. Co-workers’ support, job stress and job strain directly affected subsequent psychological well being. Both sources of support as well as job stress and strain have indirect effects on well being. Job stress had a stronger effect on well being than does support.

**Manthei and Solamn (1988)** studied the occupational stress of teachers in New Zealand and found the factors which cause occupational stress among teachers were; pupil relations, poor remuneration, curriculum elements, work load curriculum, low professional recognition, poor working conditions and role ambiguity.

**Borg and Falzon (1989)** conducted a study on 844 primary school teachers in Malta. The direct relationship between occupational stress and length of teaching experience was studied. Results indicated that the teachers with 11-20 years of teaching experience were under more stress as compared to teacher with lesser experience.
Heiden (1989) examined occupational stress and activities of school counselors. The results revealed a significant relationship between the overall stress score and providing service to groups of students, lack of decision-making power, lack of financial security, performing non professional duties, job over load and counselor principal relationship. Working in a large secondary school was found to be significantly stressful and women had higher stress scores than men.

Okebukola and Jegede (1989) in a study of 1029 teachers representing urban and rural, new and old schools and single sex and co-educational schools concluded that female teachers were under high level of stress as compared to male teachers. They also concluded that inexperienced teachers were under greater stress than the experienced ones.

The United Kingdom Association of University Teachers study (1990) found that 49% of university employees reported that their jobs were very stressful and 77% reported an increase in occupational stress over recent years.

Borg (1990) reported that up to one third of teachers perceived their occupation as highly stressful.

Malik, et al., (1991) found that teaching experience did not account for a significant portion of the variance in the dependent variables of teacher stress.

Friedman (1991) found that women, who have more family support from husband, have low stress and emotionally satisfied, are more positively appropriate in psychological well being than others.

Travers and Copper (1991) found teachers to be significantly poorer in mental health in comparison to other highly stressed occupational graphs.
Kamau (1992) conducted a study on burnout, locus of control and mental health of teachers in the eastern province of Kenya. The results revealed that urban teachers were less emotionally over tended, less satisfied, more internally controlled, and anxious, had a low level of mental health. Government school teachers trained, married and with internal locus of control, more concerned with well being were less anxious, less emotionally overextended and more competent than their counterparts.

Aditya and Sen (1993) examined that when the working women add the so called masculine role to their identity, they add internal conflict which brings in stress leading to decreased efficiency perhaps as a result they experience greater amount of job stress than man leading to reduced well being.

Blix and Mitchell (1994) examined the occupational stress of secondary school teachers. The results revealed that: female teachers experienced more stress as compared to their male counterparts; teachers experienced stress related to their work at least half of the time they worked in the institution; faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience.

Boyd and While (1994) found that half of the academics in their sample indicated that their work is stressful ‘often or almost always’. In addition, 80% believed that their workload had increased and become more stressful in recent years. Finally 46% expected further increases in workload in the future.

Lai (1995) investigated the relationship of work and family stress with psychological well being. Results indicated the link between work and family psychological distress. Due to centrality of the work roles for the Chinese, work stress exerted a stronger relationship on psychological well being than did family stress.
Wedrich (1995) found that subjects with higher well being have less stress and strain than subjects with lower well being.

Wheeler (1995) examined that teachers with 11-25 years of experience, 6-10 years of experience and more than 25 years of experience as perceived by the pupil perception and support of education, were found to be significantly more stressful than teachers with only one years of experience.

Bingham (1996) assesses teachers’ perceptions of job satisfaction. The most satisfying aspects included work with students and the least satisfying aspect was stress.

Ryhal and Singh (1996) found higher ranks in teaching profession experienced maximum stress.

Trade Union Congress (1996) conducted a survey and concluded that people working in the voluntary sector and in education were most affected by occupational stress.

Davis (1997) studied that occupational stress among school teachers. The study concluded that private school teachers experienced higher level of stress as compared to government school teachers, public school teachers differed significantly from the private school teachers on the basis of occupational stress. It was further concluded that teachers teaching in bigger size schools had shown more occupational stress as compared to small and middle sized school teachers.

Chan (1998) examined stress and coping among teachers in Hong-Kong. He found that the type of coping strategies teachers used mediated the effects of stress on their emotional well being.
**Gyanani (1998)** conducted a study on graduate and postgraduate level educational institution teachers. Results indicated that teachers working in a closed or controlled type of organizational climate experienced more stress and strain than their counterparts working in an autonomous or open type of organizational climate.

**Bhatt (1999)** investigated the correlation between job stress, job involvement and job satisfaction among public and private primary school teachers of Jamnagar. Results indicated that the primary school teachers’ job stress was highly significantly negatively associated with job involvement and job satisfaction.

**Dussault, et al., (1999)** assessed isolation and stress in 1110 Canadian teachers and found a strong positive correlation between isolation and stress.

**Van Dick, et al., (1999)** questioned 424 teachers from across all German sectors about their work stress, social support and physical illness. It was found that social support had both a direct positive effect on health and a buffering effect in respect of work stress.

**Kaur (2000)** made an attempt to study the occupational stress of high and higher secondary school teachers in relation to mental health and coping resources. Teachers were found to be average in occupational stress level. Female teachers found to be more sensitive towards physical stressors as compared to male teachers. Private school teachers were more occupationally stressed as compared to government school teachers. There was no significant difference in rural and urban teacher occupational stress.

In a survey of head teachers by the National Association of Head Teachers (NAHT) (2000), 40% of respondents reported having visited their doctor with a stress-related problem in the previous year, 20% considered that
they drank too much and 15% believed they were alcoholics, 25% suffering from hypertension, insomnia, depression and gastrointestinal disorders.

Catherine, et al., (2001) also revealed that teachers in the course of their careers, experience a great deal of stress that may have obvious implication for their physical and mental health status.

Morable (2001) studied the impact of stress at work places on the well being of the pregnant employees. The result indicated that if employee is pregnant, the tremendous stress affect the well being of the mother and unborn child. The employee, who experienced these stressful inconveniences, gave birth to low weight body.

Pandey (2001) found that teaching is a stressful occupation and teachers are at risk for developing burnout syndrome.

Rao and Parthasarathy (2001) investigated the causes and coping resources of occupational stress among teachers. It was concluded from the study that the teachers who were under stress showed various stress reactions like: disturbance in sleep, lack of concentration, irritability, feeling of helplessness, tiredness and worthlessness etc.

Tripathi and Singh (2001) concluded that contrary to popular belief, the teaching profession is susceptible to variety of stresses. The results indicated that male and female teachers shared similar patterns of stress in coping with students, colleagues, administration, governments, society and family.

Larchick and Chance (2002) examined that stress affect the health, well being and performance of teachers.
Phillip, et al., (2002) concluded that the interpersonal stressors at workplace have an influence on the well being. Results prove that psychological environment of the workplace has unique effects on well being. Interpersonal conflicts experienced in the workplace also predict diseases and well being declines.

Tsutsumi, et. al., (2002), Johnson, et. al., (2005) said numerous studies have indicated that excessive stress may have an obvious effect on the physical and mental health status of teachers. Stress, a common problem in teachers, may have serious consequences. For example, some teachers retire early and some even quit their job.

Singh (2003) conducted a comparative study of stress among male and female teachers in relation to their personality needs and adjustment to compare the stress of male and female teachers belonging to rural and urban, areas at secondary school level and degree level. He found that (i) male and female teachers have equal degree of stress (ii) secondary school male teachers are more stressed than their counterparts female teachers; (iii) Male and female teachers of degree college show same degree of stress; (iv) Male teachers teaching in urban secondary schools and degree colleges have higher degree of stress than their counterparts rural male teachers; (v) Female teachers teaching in urban and rural secondary schools in degree colleges show same degree of stress.

Sabu and Jangaiah (2005) studied the stress level of adjustment of secondary school teachers in Kerala. The results of the study showed that teachers with high adjustment, experienced low level of stress and the teachers with high level of stress had low adjustment. Female teachers were under high stress as compared to their male counterparts. Teachers who were above forty five years, experienced more stress. Teachers having postgraduate degree
experienced less stress than teachers not having postgraduate degree. The length of experience had no effect on stress among teachers.

Sheena (2005) in a research that compares the experience of occupational stress across a large number of occupations, six occupations reported worse than average scores on each of the factors, namely, physical health, psychological well being and job satisfaction. These occupations include ambulance workers, teachers, social services, and customer service-call centers, prison officers and police.

Singh (2005) conducted a study on secondary school female teachers to find out the relationship between stress and their work values. The results indicated that work values such as economic return, social service, power, independence and adventure were found to be negatively and significantly correlated with stress. No significant relationship was found between stress and the work values.

Chan (2005) conducted a study on teacher stress, perceived self-efficacy and the three components of burnout (emotional exhaustion, depersonalization and reduced personal achievement) on 156 Chinese secondary school teachers in Hong Kong. The results indicated that teacher stress had a direct, independent and significant effect on emotional exhaustion and depersonalization.

Dev (2007) studied that unmanaged stress has a debilitating impact on employee’s productivity. Stressful working conditions have a direct negative impact on the mental and physical well being.

Finalyson (2007) in one of his articles highlighted that levels of stress within the teaching profession are unacceptably high and level of well being is
low. The adoption of the most effective practice in support is likely to improve the health and well being of individual teachers.

**Milbourne (2007)** examined a direct relationship between teacher stress management, ambient working environment and wellness. The observed child teacher showed an improvement after ambient condition than a facility, which showed that child care institutions are better managed when ambient conditions are created.

**Verma (2007)** found no significant difference between high and low negative stress groups of female and male senior secondary school teachers of Punjab in relation to their total well being. The study also indicated that male senior secondary school teachers exhibit higher level of well being than female teachers and there is no significant difference found in well being of teachers across the location of school.

**Bindu (2007)** conducted a study on 500 primary school teachers to study the relationship between job satisfaction and stress coping skills. The result found a positive correlation between job satisfaction and stress coping skill among primary school teachers.

**Kaur (2009)** evaluated a study of well being of school teachers in Punjab in relation to stress and anxiety. A sample of 100 secondary school teachers was taken. The result revealed that there is no significant difference between male and female school teachers in respect of well being, but there is a significant difference between their stress level. There exists a negative but non-significant correlation between well being and stress of teachers.

**Banerjee (2009)** studied teachers’ stress in higher education and relief strategies in the economic showdown. Job stress was assessed through 21 job related statements. Results showed that 82% of respondents experienced more
than seven job stressors and 51% of respondents experienced more than 11 job stressors. Further analysis of job stressors was carried out by calculating the percentage of respondents who gave high stressors rating to each job stressor question. This analysis revealed that 41% of the respondents reported that they did not get regular feedback. He concluded that excessive teachers’ stress, left undiagnosed and untreated, can have long term negative consequences not only for individual teachers, but ultimately for the entire institution.

2.4. **Studies related to Sources of Stress among School Teachers**

*Lewis and Cooper (1988)* found that even in developed countries in the west, especially in North America, sources of stress for work include overload from paid work and family work, role conflict, pressures associated with child care and other family care and aspects of spouse relationships, including dissatisfaction with spouses’ contribution to family work.

*Kyriacou (1989)* pointed out seven major sources of stress for teachers: poor pupil motivation in school performance, undisciplined behaviour of the pupil, poor career opportunities, low income and shortage of teaching equipment, poor facilities and large classes, low societal recognition of the profession, conflicts with colleagues and supervisors, rapid changes in curricular demands and adaptation of scholastic programs to change in a rapidly changing society.

*Punch and Tuettman (1990)* undertook a study on Australian secondary school teachers and studied their job related factors that were directly and indirectly related to occupational stress. The factors which caused stress were: lack of efficiency, inadequate access to facilities, lack of colleague’s support, excessive expectations of the society, lack of influence, students’ misbehavior and lack of recognition.
Brown and Ralph (1992) did a major study with British Teacher Union. The study showed that most common sources of teacher stress were: structural change, classroom discipline, heavy workload, lack of resources and poor school management. They further concluded that 70 percent of the teachers experienced occupational stress during the working hours of the job.

Pither and Soden (1998) in a study compared the stress of Australian and Scottish teachers and found that in both groups of teachers, the impact of over work load appeared to be a strong source of occupational stress. The stress level was found to be average.

Adams (2000) studied the occupational stress and internal characteristics among vocational teachers. The results indicated that illness symptoms and role preparedness were the main factors which caused stress among teachers.

Upadhyay and Singh (2001) examined the occupational stress among college and school teachers. A sample of college and school teachers was selected from the 40 government colleges and secondary schools of Bhopal. The findings of the study showed that the secondary school teachers showed significantly higher level of occupational stress than the college teachers. Poor peer relations were found to be the important cause of occupational stress. School teachers felt the work overload as an important cause of occupational stress than college teachers. The significant difference between school and college teachers were on the basis of factors such as powerlessness and strenuous working conditioning.

Akinboye, et al., (2002) reported that over 70% of employees worldwide describe their jobs as stressful with more than one in five reporting high levels of stress at work on daily basis.
Bharathi and Reddy (2002) studied the sources of job stress among primary school teachers. It was found from the study that: private school teachers experienced job stress in the domain of time demand and job security, whereas government school teachers experienced job stress in the areas of heavy workload, time demand and work environment. Age, income, teaching experience had insignificant effect on job stress of teachers. Administrative problems, workload and depersonalization were found to be the main sources of occupational stress for both private and government school teachers.

Hammond and Sykes (2004) investigated the occupational stress among school teacher. The results indicated that greater accountability of the teachers and high expectations by the parents and authorities increased the pressure on teachers. Work overload and constraints of time were found to be the main causes of occupational stress among teachers.

2.5. Reviews related to Family Environment among Women School Teachers

Kapur, (1970) On the basis of data obtained from urban educated employed women found that 55 percent of them were found to be well adjusted in their married life and had combined their role of worker with that of wife and mother successfully.

Dayal (1980) pointed out that more than sixty per cent of the employed women found it quite easy to manage their home and jobs together because of proper planning and organization of work and also because of availability of enough help from other family members.

Courage, Myrna M., (1988) conducted a study on men and women’s attitude difference and found that women hold less traditional views on women’s work family roles than men.
Joshi (1990) pointed out that family and work environment are the two factors that contribute to the enhancement of problems for employed women, and between the two, the non-job factors or family related factors weigh more importantly for women.

Gallagher, Bugene B., (1990) found in his study that higher education is an important dimension of education and modernization along with the more familiar changes in economic demographic and family structure.

Frone, et al., (1992) highlighted that a combination of career and family role is often associated with conflict, over load and stress.

Lai (1995) investigated the relationship of work and family stress with psychological well being. Results indicated the link between work and family psychological distress. Due to centrality of the work roles for the Chinese, work stress exerted a stronger relationship on psychological well being than did family stress.

Buddhapriya (2009) stated that ‘commitment to family responsibility’ and ‘lack of gender sensitive policies by the employer’ hinders women professionals’ advancement to senior positions. Women professionals believe that putting career ahead of family leads to social disapproval and rejection.

Warren, et al., (2009) analyzed that combining paid-work and motherhood remains a major source of difficulties for women. It is the mothers, rather than the fathers, who bend their jobs to meet family needs.

2.6. Reviews related to Life Skills of Teachers

Lazarus, a pioneer in the study of coping, proposed that individuals develop coping styles that can maximize or minimize problems (Lazarus, Kanner,& folkman,1980). Coping is seen in part as a two-stage process of
appraisal. Primary appraisal occurs when an environmental stimulus is evaluated for any potential threat and the secondary appraisal is the evaluation the individual makes about the resources at her/his disposal to deal with the threat. Greater availability of perceived resources are associated with lower levels of perceived threat and more effective coping (Bright, Hayward & Clements, 1997; Folkman & Lazarus, 1985).

Gupta (1981) reported that in the case of rural males and urban females, job involvement was not significantly correlated with personal factor, while in case of rural females and urban males and experience were significantly and positively correlated with job-involvement but income was not significant correlated with job involvement. In case of rural males, job-involvement was not significant with psychological needs expecting an aggression, with regards to rural females teachers job was not significantly correlated any of fifteen psychological needs. As regards, rural females and urban males were not significantly correlated with teaching effectiveness while in case of rural males and urban female, it was significantly and positively.

Kulshreshtha’s (1982) study found the importance of age as a criterion in deciding the values of society. In his study, he found that the teachers born in pro–independent period were more interested in social matters than the teachers who were born in the pre- independent period.

Pachaury’s (1983) study of scientific values of science teachers found that the predominant values present in the science teachers were creativity, open mindedness, objectivity and experimental verification.

Parashar (1983) in a study of teacher attitude towards teaching found that age and teaching experience had no effect on attitude of teachers towards their profession.
The coping mechanisms or strategies used by individuals to deal with stressful and threatening situations have been divided into emotion-focused and problem-focused (Lazarus & Folkman, 1984). Emotion-focused coping involves attempts to modify the level of emotional distress or regulate the aversive emotions generated by the situation, without addressing the source of distress; problem-focused coping refers to overt behavioral and cognitive attempts to deal directly with the problem situation and its effects (Bright, Hayward & Clements, 1997; Lazarus & Folkman, 1984; Nastasi & Dezolt, 2006). Thus, whereas problem-focused strategies involve engagement in problem-solving, emotion focused strategies include seeking social support, avoiding, self- or externalized blame, distancing, emphasis on positive aspects and minimization of negative aspects (Bright, Hayward & Clements, 1997; Nastasi & Dezolt, 2006).

Interpersonal and personal problem solving requires the application of cognitive problem-solving skills to social or practical situations (Lazarus & Folkman, 1984). Knowledge of effective problem solving strategies equips a person with the skills to work cooperatively with others, resolve interpersonal conflicts and solve personal problems. This in turn enables the person to cope with adverse situations and enhances an individual's adaptability to meet the demands of the environment (Nastasi & Dezolt, 2006).

Sherry (1984) found that attitude towards profession was an important factor in determining success of the teacher.

Powell (1985) defined life skills as the life-coping skills consonant with the developmental tasks of the basic human development processes, namely those life skills necessary to perform the tasks for a given age and sex in following areas of human development: psychosocial, physical-sexual,
vocational, cognitive, moral, ego, and emotional. life skills enables oneself to adapt to situations and people and helps to lead a healthy and positive life.

**Kulsum (1985)** conducted a study to find out the job satisfaction among teachers working in corporation, government, private-aided and private unaided schools. She found that (i) teachers working in corporation schools had the highest level of job satisfaction followed by teachers working in government, private-aided and private unaided schools, (ii) female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher level of job satisfaction, (iii) the interaction effects of sex and marital status and the interaction effect of sex and nature of job, the interaction effect of age and sex, the interaction effect of teacher size and school age and the interaction effect of student size and school age pertaining to the job satisfaction scores were found to be significant, (iv) teachers’ job involvement, their attitude towards teaching, headmasters’ job involvement, their attitude towards teaching, headmasters’ consideration, headmasters’ initiating structure and teacher effectiveness turned out to be the significant predictors of teachers’ job-satisfaction, (v) permanent teachers had a higher level of job-involvement as compared to temporary teachers, (vi) the interaction effect of sex and nature of job of teachers on their job involvement levels was significant, (vii) female teachers who were permanent had a higher level of job involvement than male teachers, who were temporary and male teachers’ who were permanent had a higher level of job involvement than the female teachers who were temporary, (viii) teachers’ job satisfaction, teacher effectiveness, teachers’ attitude towards the teaching profession, students size and teachers performance turned out to be the significant predictors of teachers’ job involvement accounting for a total variance of 55.47 per cent, (ix) teachers’ attitude towards the teaching profession and teacher effectiveness turned out to be the common predictors of both job satisfaction and job-involvement.
Dixit (1986), in a comparative study of job satisfaction among primary school teachers and secondary school teachers, found that: (i) In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers, (ii) In English medium schools, the level of job satisfaction among primary and secondary school teachers was the same; (iii) Female teachers were more satisfied than male teachers, both at primary and secondary levels, (iv) At the primary level, the group senior most in age was most satisfied and the middle age group was least satisfied, (v) Among the secondary school teachers, those with greater length of service were more satisfied; (vi) among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English medium schools; and (vii) Among the secondary school teachers, those teaching in English medium schools were more satisfied than those teaching in Hindi medium schools.

As Miller (1986) defined leadership life skills development as self-assessed and organization specific “development of life skills is necessary to perform leadership functions in real life”. His research contribution denotes that life skills are the key components and indicators on youth leadership life skills development.

Srivastava (1986), in a study of job-satisfaction of professional honesty of primary school teachers, found that: (i) The Primary teachers were found to have high job satisfaction and professional honesty; (ii) Female teacher, as compared to male teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty, (iii) Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job satisfaction; (iv) Caste was not found to have a significant effect on either of the two, (v) The major factors of job-
dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.) problems in getting arrears, exploitation by officers, etc. and (vi) Professional honesty was higher than job-satisfaction in the sample teachers and the coefficient of correlation, between these two variables was 0.256.

**Walker S, et al., (1987), Pender N (1996)** though they are connected with developmental duties-mission, another way of regarding life skills, are the skills of effective way of living, psychological health or human functions of higher level.

**Seetharam (1987)** was of the opinion that it was moral education course that was conducted for teachers resulted in an improvement in the moral values of teachers.

**Gage, et al., (1987)** was of the opinion that teachers had their own pattern of values. The significant aspect of the learning teaching process in the classroom is the transmission of value orientation from teacher to pupil. Which value would be transmitted depends upon the teachers own value orientation, which in turn was determined by his position in the groups and subculture of social structure. **Kakkar and Gordon (1986)** conducted a study on “A Cross cultural study of teachers” values with a sample of 22 male and 73 female teacher trainees from India, Japan and America. The findings of the study were: 1. Indian teacher trainees differed from their American counterparts on survey of interpersonal value tool indicators congruent – with certain characteristics of Indian cultures and beliefs. 2. Indian teachers tend to score lower than their American counter parts on support, recognition and independence values and higher on conformity and benevolence values. The Indian virtues of self realization and spiritual peace reflect the psychological self sufficiency represented by low scores on the support and recognition scale. 3. The greater
similarity between the Japanese and American teachers may reflect in part the post-war American influence in Japan.

**Surinder, K. Bullar’s (1988)** Study on „the role of teacher in moral direction of students“ revealed that teacher can play an important role in directing the students to avoid the use of narcotics through self control and direct students to have moral courage to resist from copying and using unfair means in the examinations.

**Clemance, S. Mary (1989)** studied the job satisfaction among high school women teachers by their role conflict and dimensions of values with the help of 3x3 Anova. The major findings of the study were: (1) Among the dimensions of values only one dimension, viz social value was found to affect the total job satisfaction of high school women teachers. (2) Women teachers who were moderate in their social dimension of value expressed significantly more total dissatisfaction than either the low or high groups of social dimension value. But the extreme groups did not differ.

The life skills of caring and cooperation are also important in the workplace, which is changing to a more group-oriented method of problem solving and task performance. Therefore, collaborative learning will become more important as a method of instruction. Teams will be more prevalent in the workplace of the future, making the skills of cooperation and compromise more valuable **Dede (1989)**. Collaborative learning can help to prepare students to deal with complex problems in the workplace.

**Dixit and Sharma’s (1989)** study showed that men teachers scored high on aesthetic, political and social values than women teachers.

**Bhushan (1989)** found that female prospective teachers ranked higher on forgiveness, ambitions, helpfulness and lovingness that their male
counterparts, while male prospective teachers ranged higher on logic, courage capability, responsibility, imagination and independence than their female counterparts.

**Makhija (1990)** investigated into the values of teachers of urban higher secondary schools. Personal value questionnaire was used to assess the ten values and concluded that (1) Women teachers were found higher than men teachers in aesthetic and theoretical values. (2) Men teachers were found higher than the women teachers in power, family prestige and religious values.

Caring and cooperation are basic fundamental life skills which lay the foundation for cooperative learning, conflict resolution, and positive social skills. In order to adjust socially, people must be able to cooperate with each other and achieve common goals. They must be able to resolve conflicts and demonstrate positive social skills. **Lickona (1991)** believes that cooperative learning teaches the most important life skills and interpersonal moral skills. Lickona says that we have not fully educated our children until we teach them conflict resolution skills. **Jordan and Lemetais (1997)** believe that cooperative learning helps to foster and develop life skills in students of all ages. Cooperative learning, conflict resolution, social skills, caring and cooperation are all inter-related.

**Mukhamath and Khadi (1991)**, in a study on job-satisfaction level of School teachers, showed that family responsibility and attitude towards teaching were the most influential factors for job-involvement and job satisfaction, and also that women teachers face a number of problems in their working conditions, such as academic, financial, personal, leave patterns and timings of their schools.

**Sharma, Meenu (1992)** made a study on the socio economic status and values with reference to their attitude towards the nation. The findings were:
(1) It was found that male and female teachers at different levels differed in Socio Economic Science but they did not differ on value orientation and attitude towards the nation. (2) To some extent value orientation was related to attitude towards the nation.

**Bageshwar (1993)** studied the value profile and self concept of women teachers. The objective of the study was to find out the relationship between value profiles and self concept of women teachers of schools at all three levels (i.e. Primary, Secondary and higher) and to find out the values affecting teachers value profiles, personal value questionnaire of R.P. Varma and teacher”’s self concept scale of Geeta Rai were the tools employed in the study. The findings of the study revealed that value preferences given by women teachers in hierarchical order were knowledge, social, aesthetic, hedonistic, family prestige and power value. Teachers of all three levels had positive self concept. It was found that values and self concept were significantly related.

**Forman (1993)** also included life skills as one of the important areas in the broader context of coping strategies for students and teachers in schools. She also mentioned relaxation, using self-instruction techniques, and decreasing irrational beliefs in her review of important coping skills for them.

**Dixit (1993)** in a study on effect of sex variable on different factors of job satisfaction among primary school teachers found that female teachers had a better rapport with student and better relationship with co-workers. They were more satisfied than male teachers regarding their salary, promotions, authority, institutional plans and policies.

**Sudhia (1994)** working on job satisfaction an job-stress of Secondary School Teachers working in different management schools, found that: (i) The job satisfaction of physical education teachers working in different management schools were found to be significantly different; (ii) Teachers
working in private schools had significantly higher job satisfaction as compared to teachers working in semi government and government schools.

Caring and cooperation are crucial life skills which impact our lives from birth. Without them, our lives would be chaos and daily living would be almost impossible. The importance of these life skills also carries over into the workplace. The jobs of the future will require workers who can cooperate with others in order to get the work done. The life skills of caring and cooperation are as important to adults as they are to children. Caring means feeling and showing concern for others. A caring environment helps to produce self-confident individuals and the best quality education Mackinnon (1994).

Padmavati (1995) studying job satisfaction among teachers of primary and secondary levels, found that: (i) Teachers at secondary level expressed greater job satisfaction as compared to teachers at primary level; (ii) Government school teachers expressed greater job satisfaction as compared to private and aided school teachers; (iii) Female school teachers experienced greater job satisfaction as compared to male teachers; and (iv) Trained graduate teachers experienced greater job satisfaction as compared to the trained post-graduate teachers. These findings are found to be in contrast to the findings of a study conducted by Srivastava (1986) reported earlier, and in agreement by and large with Ausekar (1996), Subhdhi (2002) discussed later.

Poonam (1996) studied the effects of stress on job satisfaction and work values among female teachers of secondary schools. The work values were related to economic return, social services, intellectual challenge, power, independence, chances of progress, material handled, adventure, associates, surrounding and variety. In the study, stress was found to be negatively related to work values.
Kapur (1997) in their report to the world health organization (WHO) regarding mental health programs in schools, recommended that schools are currently the best places to develop mental health programs. In support of their argument, they cited the following reasons: Almost all children attend schools sometime during their lives.

1. Schools have a significant influence on children, teachers, their families and the community.

2. Schools are often the most powerful and effective social and educational institutions available for intervention.

3. Mental health (or well-being) of the children and teachers influences their ability and motivation to stay in school, to learn and to make effective utilization of what they learn and teach.

4. Schools can act as a 'safety net', protecting children from perils that interfere with their learning, development and psychological wellbeing.

5. In addition to the family, schools play a crucial role in promoting or hindering self-esteem and a sense of personal/social competence Kapur (1997).

Nelson Jones R (1998) The sector of education in life skills is rapidly developing. somebody can be educated in life skills as a part of personal help or group advisory. nevertheless, the education in life skills often includes creating limited duration structured groups in order to educate those participating in one or more specific skills. Sometimes terms are used as "personal and social education", psychological education" and "education in social skills" instead of "education in life skills".

required in order to face every mission in each stage of their life. This education emphasizes more developmentally than correctional or penitentiary.

Life skill means creating suitable and effective inter-individual relations, doing social responsibilities, making proper decisions and solving conflicts and arguments without choosing actions which are harmful to themselves and others. the institute of TACADE the author of [necessary skills for primary schools] provides another definition of life skills as; “personal and social skills that children and adolescents should have learned in order to take effective and certain actions regarding other people and society Nori (1998).

An important point is, life skills training (LST) help individual in controlling problems such as depression, anxiety, lonelines, rejection, diffidence, anger, confliction in interpersonal relationship lack and failure Smith (2004).

Smith’s study (2004) showed that life skills training significantly decrease alcoholic use and drug among young people. Smith showed in their research that the training of coping skills caused the improvement of interpersonal relationship and the reduction of aggression and behavioral problems in instructed people. Smith showed that life skills training had a significant effect on management and leadership abilities among young people.

Sukhodolsky, Golub, Stone and Orban (2004) showed in a research that giving life skills with stressed situation caused the prevention and reduction of mental disorders and psychosomatic diseases among many people.

Phuphaibul, et al., (2005) in a research as generalizing Life skills for individuals with severe mental illness showed that giving coping skills cause the improvement of performance and growth of quality of life in people with severe mental illness.
In countries such as the United States life skills-based programs have been said to reduce alcohol and tobacco use, reduce substance use, and contribute to reductions in gang crime and reoffending Botvin, Griffin, & Nichols (2006).

The important features and steps of interpersonal problem-solving process are the following Nastasi & Dezolt (2006):

1. Recognizing feelings of self and others. This step involves awareness and explicit communication of each other's feelings which are used as cues to problem identification.
2. Identification and definition of problem. This step requires identifying the problem, defining the nature of the problem, and setting the desired goal.
3. Brainstorming possible solution. This step involves unrestricted generation of ideas without evaluating any of the solutions.
4. Evaluating each solution. This step involves considering possible outcomes of each solution. feasibility, positive or negative effects, short and long-term consequences, and possibilities of solving the problem are discussed.
5. Selecting the best solution. This step requires choosing the best solution as decided by everyone involved in the process of problem solving.
6. Implementing the solution. This step requires implementation of the solution and taking action towards problem resolution.
7. Evaluation of the effectiveness of the solution.
8. Effectiveness of the solution that was implemented. if the selected solution was not effective, the entire process is repeated to find an alternative solution.
The researchers argue that the development of personal-social competence involves bi-directional interplay of self-efficacy; interpersonal problem-solving and social interactions and the critical competencies interact with the wider context in a reciprocal manner across the life span Nastasi & Dezolt (2006). Early experiences in family, school and community contexts influence the development of personal-social competencies, which in turn influence the child's interaction with similar environmental conditions. Thus the internalization of the experiences from environment and resolution of the existing discrepancies between various contexts affect the development of a person's self-concept Harter (1990b). the researchers suggested that an integrated, positive self-concept serve as a shield against major and everyday life stressors and are related to a wide way of coping mechanisms and positive emotional state Nastasi & Dezolt,(2006).

School-based mental health intervention programs should focus on promoting teachers’ and children's mental health or personal-social competencies for strengthening their coping abilities and increasing their resilience in the faces of environmental stressors and adverse situations encountered in their growing years. Some of the available school-based comprehensive health programs have resulted in higher school attendance, increased academic achievements, lower rate of school dropouts, and reduced criminal behavior Kapur (1997). Mental health and life skills education programs endorsed by the WHO have been shown to reduce alcohol abuse, smoking, and other drug use in children and adolescents and adulthoods. Elias & Branden (1988). These reports support the notion of addressing mental health related issues and promoting mental health during adolescence and young adulthood so that people can enter adulthood without significant mental health problems or mental illnesses.

A sample of 480 teachers was taken for the study. Study of values (1992) by Dr. R. Ojha and Teacher attitude inventory (1978) by Dr. S.P. Ahluwalia were the tools used for the study. The major findings of the study were: (1) There is a negative and significant correlation between theoretical value and attitude towards teaching profession. (2) There is a positive and significant correlation between economic value and attitude towards teaching profession. (3) There is a positive and significant correlation between aesthetic value and attitude towards teaching profession. (4) There is a negative and significant correlation between social value and attitude towards teaching profession. (5) There is a positive and significant correlation between political value and attitude towards teaching profession. (6) There is a positive and significant correlation between religious value and attitude towards teaching profession. (7) There has been found no significant difference in the theoretical value of female teachers. (8) There has been found no significant difference in the attitude of school and college teachers towards teaching profession. Male teachers have been found to have higher favourable attitude towards teaching profession as compared to their counter parts. There has been found no significant interaction between institute, gender and locality in determining the attitude of the teachers towards teaching profession.

Effective Life Skills interventions were shown to have positive effects on knowledge, attitudes, and skills and sometimes on behaviors Ross, et al., (2007).

Gupta and Asthana (2008) examined the adjustment problem of married and unmarried working women. The study was conducted to find out the impact of social support and adjustment of married and unmarried working women. It was observed that married working women were more adjusted in comparison to unmarried women. In our society married women have to make
several adjustments with their family, society and their jobs. So if they are supported well they made better adjustment.

Kumar (2008) conduct a study of adjustment level and values of primary school teachers in relation to gender, residence and teaching experience. He found that there is no significant difference between the level of adjustment of primary school teachers by gender that is, in case of male and female and rural and urban areas, Only signification was found between teachers having high teaching experience and low teaching experience.

Bhandari, R.A. and Patil, N.H. (2009) studied job satisfaction of women teachers. The study was aimed to assess the extent of job satisfaction of 295 women teachers working in primary and upper primary schools of Gulbarga city. The study found that a few of the women teachers were facing certain problems such as lack of coordination and cooperation in the working place. Majority of these teachers were satisfied with their work, job and salary. Majority of the woman teachers said they had not got recognition for the job and work done.

2.7. Studies related to Quality of Life among Women School Teachers

Lazarus (2000) Demographic characteristics have been regarded as important factors related to the quality of life of teachers. Organizational factors (such as work overload, time pressure) and inadequate resources (such as lack of social support and rational coping) have emerged as strong stress factors that affect the health of teachers.

Shirom (2000) A lower quality of life (quality of life ) and shorter life expectancy for teachers have been reported, and this has been attributed to their higher occupational stress.
Hong, et al., (2003), However, few studies have been reported about Chinese teachers. Thus, the aim of this study was to analyse work-related and demographic parameters that may predicate the health of Chinese teachers. This study investigated the relationship between occupational stress and quality of life. The findings from this study may be used to provide potential management strategies to attenuate the negative effects of occupational stress on the QOL of teachers.

Akdere, M. (2006), The quality of life of female teachers is worse than that of male teachers, and deteriorates with age. Occupational stress and strain induce worsening physical and mental conditions for teachers, while coping resources could promote their health. This study suggests that having adequate coping resources, especially social support, in workplaces may be an important factor for improving teachers' quality of life. Moreover, psychological interventions should be set up for teachers, and psychological counselling should be provided to relieve stress and enhance quality of life.

Yang, (2009), The correlation between dimensions of Organisational Stress and domains of quality of life was analyzed. There is a high correlation between physical domain and role stagnation. This implies that factors of role stagnation like insecurity, uncertainty, instability have a greater affect on the physical domain of the quality of life of teachers.

Pandian (2013), The quality of life teachers is high for the teachers working in aided schools. The quality of life is high for the rural teachers. The rural and urban higher secondary school teacher’s quality of life is high. The quality of life is high for the teachers working in Government schools. The quality of life teachers is high for the teachers working in aided schools. The quality of life is high for the teachers working in Matriculation schools. There is significant difference between the rural and urban higher secondary school
teachers with respect to their quality of life. There is significant difference among the higher secondary school teachers who are working different organization (Government, Aided and Matriculation Higher Secondary School) with respect to their quality of life. There is significant difference between the government and government aided higher secondary school teachers with respect to their quality of life. There is significant difference between the government and Matriculation higher secondary school teachers with respect to their quality of life. There is significant difference between the government Aided and Matriculation higher secondary school teachers with respect to their quality of life.

Quality of work life is one of the origins of organizational development. It is the combination of the interaction of science and art that comprise the social performance and the domain of scientific discovery. Recently, the quality of work life has been so important that it can be called an intellectual movement Shirkovand (2007).

Quality of life has become one of the organizational issues in the modern era. Efforts to better the quality of life and develop healthy work environments have produced positive results not only in mental health of organizations, but also in participation rate and economic efficiency Hertzberg, et al., (1959).

Reyan (1995) believes that most studies done on the quality of work in 60s focused on psychology of individuals and their perception of the industrial environment. He sets forth that the term, quality of work life was proposed in an International Conference in New York in 1972 which emphasized a role for knowledge in creating a coherent theory on how to create better conditions for working life.
Quality of work life is a process by which all members of an organization have an open and suitable way designed in advanced to interfere in all issues that affect their working environment. Consequently their participation and job satisfaction increase and job-related traumas and stress decrease Allameh (1999).

The result of another thesis done by Kharazian (2006) entitled the “relationship between quality of life and high school female principals’ performance in Tehran” showed that there was a significant relationship between the quality of work life and principals' performance. Furthermore, the findings showed that the relationships among decision making, job security, working conditions, health and safety, field development, continuous learning opportunities and rule-centeredness were positively-yet moderately-significant.

Porto (2006) The municipal public teachers in Natal, Brazil, had a lower mean score in the overall assessment of quality of life in the physical and environment domains. Most of the teachers investigated were classified according to the Demand-Control model as having demanding and active work and affected physical, psychological and environment domains.

Wang (2009) Occupational strains induce worsening physical and mental conditions for teachers. This study suggested that having adequate coping resources, especially social support, in workplaces may be an important factor for improving teacher’s quality of life.

A careful examination and analysis of the above mentioned studies on married women school teachers and their findings are useful and informative to make a scientific analysis for this present research. Each of the above research work deals with just one or two variables. But the quality of life of the women school teachers are varied. It is important and meaningful to study the teacher
stress, family environment, life skills so as to study the quality of life of the teachers. Therefore an attempt has been made to find out the relationship between the selected variables in order to understand the quality of life of women school teachers.