CHAPTER – II

REVIEW OF RELATED LITERATURE

Survey of related literature is the foundation stone of research. It is worth to survey the work which has already been done in a particular field because it furnishes the investigator with a necessary sequence of knowledge in the concerned field. Besides, it also assists in obtaining clear comprehensive of various aspects and implications pertaining to the research studies, while avoiding the work of duplication, it reveals the facts which had remained untouched, unexpected and unexplored in the previous researchers.

The study of related literature seems as a light post not only with regard to the quantity of work done in the field but also enables the investigator to perceive the gaps and lacuna in the concerned field of research. In other terms, survey of related literature means to locate, to read and to evaluate the past as well as the current literature of research concerned with the project undertaken.

Therefore, the study of related literature can never be ignored in any type or research. To quote C.V. Good (1959),
“without a critical study of the related literature the investigator will be groping in the dark and perhaps uselessly repeat work already done.”

Mouley (1964) states, "The review of the related literature is an exacting task, calling for a deep insight and clear perspective of the overall field - the review of literature promotes a greater understanding of the problem and its crucial aspect and ensures the avoidance of unnecessary duplication. The published material is a fruitful source of hypotheses". So to save one"s human and non-human resources, one should undertake a detailed and penetrating study of all the literature available.

The main purpose of survey of related literature is not merely compilation but an analytical review of the various study sources. The related studies stimulate and encourage the investigator to go deep into the intricacies of the problems and also enable to derive respective conclusion. In the light of the significance of the related literature, it is indispensable for the investigator to conduct a survey of the related literature.

In the present work, the exercise of the survey of the
related studies was bifurcated into following three categories:

2.1 Studies related to the Organizational Health

2.2 Studies related to the Adjustment

2.1 STUDIES RELATED TO ORGANISATIONAL HEALTH

Alimoradi (1999) conducted a study on organizational health and related factors. The objectives of the study were to identify situations, which were perceived to be the organizational health. The main findings were that organizational health was positively related to adjustment. But role and other institutional factors such as location, level, and management of school were not significantly related. There was no existence of relationship between the organizational health and experience.

Akbaba (1999) carried out a research on organizational health of secondary school in turkey and changes needs. The major findings of the study were that school teachers obtained a higher mean organizational health score. A significant means differences existed between more experience and less experience teachers.

Alegheband (1999) studied organizational health
among teachers. Findings out of total organisational health teaching and academician and co-curricular activities. The major findings of the study were that there was significant difference in the total organizational health by women teachers. The results also supported that there was no significant difference in the teaching and academician among women teachers working at different levels, i.e., primary, secondary and at college level.

Childers (2002) also conducted their studies on organizational health among teachers. The major purposes of the study were to study the aspirations, adjustment and role with the community of school teachers. The studies concluded that the secondary school teachers and female teachers manifested higher educational aspiration than primary and male teachers respectively. Last but not the least finding of the study was that all groups of teachers showed effective role in maintaining good relation with the students and staff.

Ghanbari (2002) conducted a study on organizational health by the heads of secondary schools and its correlates. One of the objectives of the study was to explore the
relationship of organizational health of secondary school heads with the adjustment of their respective schools.

On the basis of the correlations the study concluded that all the dimensions of organizational health are correlated with all the dimensions of organizational health. Relationship between organizational health 'as a whole' and adjustment 'as a whole' is also significant.

Khodaee (2002) conducted a study on organizational health of physical education teachers in relation to their age and sex and experience. The study was conducted on a sample of 100 physical education teachers of Haryana. Product moment co-efficient of correlation and t-test were used to analyse the data. The major findings of the study show that organizational health performance of the teachers is closely related with the age and experience. Again the there is significant difference between male and female physical education teachers on role performance.

Korkamaz (2006) conducted a study on organizational health in relation to psychosocial variables in college lecturers. He came out with the findings that only one dimension of organizational health is significantly
rejected to the age and teaching experience of college lecturers.

The study further concluded that, there is a significant difference between male and female college lecturers on organizational health.

*Sharma (2006)* conducted a study on organizational health in relation to the adjustment of the of physical education teachers. The study evaluates the role performance of teachers. Analysis indicated that some factors of organizational health of teacher were closely related with the adjustment of the physical education teachers.

*Pei and Guoli (2007)* found that the occupational stress of secondary and elementary school teachers is considerable and affected their organizational health and adjustment. Organizational health of the teachers effect the adjustment of teachers and their performance. There are significant gender differences in the occupational stress among teachers in different schools and with different lengths of service. We conclude that occupational stress is considerable among secondary and elementary school
teachers and affects their organizational health and work performance.

*Rowe and Stewart (2009)* examined organizational health of physical education teachers in relation to their demographic variables. The descriptive survey method was adopted and a 400 school teachers were drawn as sample. This study finds that there is a significant positive relationship between organizational health and demographic variables life age, experiences of teachers.

*Hunter & Totze (2010)* studied the organizational health of secondary school teachers in relation to their adjustment. They used the descriptive survey type of research. The sample of 100 secondary school teachers participated in this research process. The findings of the study revealed that there is positive relationship between organizational health and adjustment of teachers.

**2.2 STUDIES RELATED TO ADJUSTMENT PROBLEM**

*Das (1989)* conduct a study to investigate into the adjustment difficulties of teachers and to bring out the potent and essential factors which cause such maladjustment. He carried out his study in Suri, District
Birbhum, West Bengal by taking a sample of 132 male and female teachers from the six secondary schools. He found that nearly one fourth of the teachers population was maladjusted. He used Thurston personality schedule for this analysis. On studying the probable causes of maladjustment, he listed the following factors:

(i) Emotional difficulties;
(ii) Occupational dissatisfaction;
(iii) Emotional disturbance and temperamental instability;
(iv) Unhappy married life and other family relations;
(v) Unhappy sex experience;
(vi) Lack of security, feeling due to unacceptance;
(vii) Constitutional deficiency.

Yadav (1990) while investigating the personal and professional problems of about 200 teachers serving in the secondary school of Rajasthan-reposted the following adjustment difficulties and problems of teachers in order of their weightage:

(i) Financial burden and difficulties.
(ii) Burden of the correlation of homework, making of
promotion papers and detentions of the students.

(iii) Over crowded classes.

(iv) Evaluation of teacher’s work on examination results.

(v) Biased attitude of the head of schools.

(vi) Indiscipline among students.

(vii) Administrative regulations.

(viii) Present examination system.

(ix) In service programme during vacation, and

(x) Present day curriculum.

**Kumar (1991)** carried out a study of the adjustment problems of pupil teachers with a sample of fifty pupil teachers of the Vidya Bhawan teachers college Udaipur. For this purpose, a printed questionnaire including 150 questions was presented to the pupil teachers. He concluded that: “there is a considerable maladjustment among teachers which is a serious danger to educational work and the well being of the nation as a whole. India can hardly afford to take the risk. Careful examination of this problem and effective measure are urgent necessities”. The reasons found for the maladjustment among teachers were:
(i) Too much responsibilities,

(ii) Low salary

(iii) Neglect of teachers by the society;

(iv) The attitudes of the authority;

(v) Lack of objectivity toward students.

Joshi (1996) carried out a factorial study to identify the factors of adjustment. Factors analysis of the results of the adjustment scores on the Mooney problem checklist for 202 boys should the existence of 3 factors. The general adjustment factor and two minor slightly bi-polar, factors having significant loadings on (i) future, and (ii) curriculum and teaching procedure respectively.

Das Gupta (1998) carried out a study for locating the emotional difficulties experienced by teachers in their professional school life. He used a stratified random sampling of 1000 male and female teachers of rural as well as urban schools of Meerut district for his study. He found the teachers experiencing emotional difficulties due to some of the following reasons:

(i) Children’s annoying behavior;

(ii) Lack of experience
(iii) Wrong placement of the teachers in the schools;
(iv) Lack of proper discipline in the schools;
(v) Lack of vision for good setting and proper motivation for the teachers towards teaching profession.
(vi) Financing difficulties
(vii) Insecurity of jobs, especially in privately managed schools.
(viii) Pupils moral degradation and their lack of interest in work, poor examination marks and slow progress, and
(ix) Larger crowded classes.

Palai (2000) investigated into the causes of dissatisfaction among teachers. She analyzed the following seventeen causes on the basis of a sample of 200 teachers of 32 urban secondary schools of Delhi:

(i) Indifferent attitude of the society, lack of social status.
(ii) Inadequate salary
(iii) Frequent transfer and long distance between place of duty and residence.
(iv) Over pressure of required work and large classes.

(v) Slow promotion.

(vi) There was more social interaction amongst the students of the same class than with those outside the class.

(vii) There was no association between the social interaction among the students and their caste and personality adjustment.

(viii) There was a high positive association between the student’s socio-economic status and the positive social interaction amongst themselves.

**Vyas (2002)** undertook a study on factors affecting teachers morale. The sample for the study comprised of 56 secondary schools of Baroda District. The specific objectives of the study were:

(i) To study the teachers morale in relation to age, sex, marital status, teaching experience and qualifications, and

(ii) To study teachers morale in relation to their self concept, attitude and adjustment.

The major finding of the study were:
(i) The two components of morale, group spirit and attitude towards the teaching jobs, were significantly different for teachers in the age groups 21 to 25, 31 to 35 and 36 to 40. In the case of community involvement, two age groups, 41 to 45 and above 45, differed significantly.

(ii) Marital status did not influence teacher’s morale.

(iii) Teacher’s morale was not related to their age or sex.

(iv) The teachers with less teaching experience had a higher level of morale than those with more experience.

(v) The post-graduate teachers had a significantly lower morale than the undergraduates. The trained graduates and the untrained post-graduate differed significantly in their morale. The trained post-graduate teachers had a higher morale than the untrained post-graduate teachers.

(vi) Teachers morale and teacher’s morale were not significantly related.
(vii) Teacher’s attitude and teacher’s morale were not significantly related.

(viii) Teacher’s adjustment and teacher’s moral were not significantly related.

(ix) The scores of the teacher morale inventory, when factor analyzed, yielded nine factors.

Shivachankara (2003) undertook a comparative study of some psychological factors of the socially not-disadvantaged and the socially disadvantaged students in relation to the academic achievement. The objectives of the study were: (i) to find out the predictor value of the academic achievement from a variety of psychological factors, and (ii) to discriminate the levels of achieving group on the selected characteristics. The major findings of the study were: the variables that influenced the socially no-disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment whereas the variables which influenced the disadvantaged group were intelligence, personality adjustment and school adjustment.

(i) Poor conditions of work at school.
(ii) Faculty organization of the school.

(iii) Clerical work required of teachers.

(iv) Indifferent attitude of parents in the education of their children.

(v) Little chances of professional growth

(vi) Insecurity of services.

(vii) Autocratic administrative and supervision.

(viii) Little provision for old age.

(ix) Double shift system.

(x) Little provision for teachers welfare.

(xi) Private management of the school, and

(xii) Constant association with children.

Mohammed (2004) studied the adjustment of 112 teachers of five intermediate colleges of Bullandshahar (U.P) and found that in the total population one half of the teachers were definitely maladjusted of which at least one eight needed psychiatric advice. He further analyzed seven courses as a source for maladjustment. He used his self constructed invertory consisting of 89 items for this purpose. It was validated against.
Thurston personality schedule. The causes were:

(i) Unhappy marital life and other family relations.

(ii) Economic difficulties.

(iii) Emotional disturbance.

(iv) Sex problems.

(v) Occupational dissatisfaction.

(vi) Constitutional deficiency, and

(vii) Lack of security feeling due to unacceptance.

**Gautam (2005)** conducted a study on socio-metric patterns of social interaction among principals, teachers and students in higher secondary schools of Himachal Pradesh. The objectives of the study were:

(i) To study the pattern of social interactions between the principals and the teachers, the principals and students, the teachers and the students, among the teachers and among the students, and

(ii) To have comprehensive picture of patterns of social interaction in the various types of schools.

The major findings of the study were:
(i) In general the patterns of social, interaction found in the total sample were also prevalent in rural and urban boys and girls schools baring certain minor variations.

(ii) To study vindicated the assumptions of any two theories of social interaction namely the exchange theory and the power theory.

(iii) Both the principals and the students pointed out positive social interactions with those teachers who had greater power of exchange with them.

(iv) The principals pointed out interaction only with the students of class X & XI. However, in rural schools they had not social interaction of any type with students.

(v) Teachers pointed out more social interaction with students whom they taught as compared to others. Similarly, students indicated more interaction with teachers who taught them than with others.

(vi) Tendencies of sex segregation and sex antagonism were found both among the students
and the teachers (both sexes) being more among the girl’s students as compared to boys.

(vii) There was high positive association between the positive social interaction among teachers and their designation, qualification and personality adjustment.

**Peek (2005)** conducted a study to know the adjustment difficulties of a group of women teachers. The study aimed to find out how well adjusted the teacher was as a teacher. By using Thurston personality schedule he concluded that one third of the women teachers were definitely maladjusted and one sixth needed psychiatric advice where as only one fifth could be classified as well adjusted.

**Mills and Rogers (2006)** studied the personal problems encountered by teachers and reported that a good percentage of men and women teachers faced problems of inadequate sallies, arranging interviews with parents, teaching dull pupils, grading and marking promotion and retention, teaching load, too large classes, domestic obligations, handling maladjusted pupils etc.
Wiseman and Heads (2006) have conducted study on the loneliness experience of overseas students. The objective of the study was: to investigate the experience of loneliness in college students studying far away from home in new culture, while undergoing changes in the balance of different relationship in their lives. The major findings were:

(i) The loneliness score of the overseas students were not higher than the normative score of American students.

(ii) The predictors of loneliness were satisfaction with fiends in Israel (22%), satisfaction with friends back home (11%), eating and spending weekends alone (4%) and opposite-sex intimacy (2%).

(iii) Interviews with a sub sample of 20 students showed that with a few weeks, most students enjoyed strong social support from their overseas friends.

Larose et. al (2007) have conducted study on evaluating a theoretical models proposing that generalized perceptions of social support and specific support expectations mediate the relations between attachment
working models of parents and personal adjustment.

The main findings of the study were:

Evaluation of the model by the EQS method indicated an acceptable level of lift the model explaining 51 percent of the variance of personal adjustment problems, general and specific expectations of social support were shown to be different constructs each mediating the relation between attachment and adjustment. These perceptions provided unique contributions to explaining personal adjustment at the end of high school. The results are discussed in light of the relations between attachments, perceptions of social support, and social cognitive theories.

Maclean et. al (2007) have conducted a study on the general attitudes towards disability of academics, administrative staff and students on a small rural university. The objective of the study was to measure the general attitude towards disability of 387 academics of administrative staff and students in a small rural university.

The major findings were: There were some significant differences in level and nature of support for students with an emotional disability among academics, administrative
staff and students. These differences were related to the levels of comfort with and sympathy felt towards, students, with an emotional disability.

**Gisela (2007)** conducted study on Asian International student’s adjustment issues and programme suggestions.

The main finding of the study was: They were 452, 635 international Asian in United States during the 1994-95 academic years of these approximately 50 percent come from South and East Asia. How can we best provide culturally sensitive campus and community programme and services to help Asian international students to adapt and achieve academic success? Programmes for Asian international students must be provided within a context of cultural sensitivity and understanding. This paper will provide an overview of socio-demographic characteristics of international students and common stressors that the Asian international students often experience in the United States, which can be used to help develop needed culturally sensitive programming suggestions to help collaborative efforts among the campus and local community serve
international students more effectively throughout their pre-arrival, initial, on-going and return. Home adjustment states.

Cherian and Varghese (2007) analyzed University student’s adjustment problem. The study revealed that 33.85% of the first year students experienced various adjustment problems. Results obtained through the administration of a questionnaire comprising 11 categories of problems.

Clarke and Saundra (2007) conducted a study on dimensions of adjustment among college women. The main proposal of the study was to examine academic, social and personal and emotional adjustment along with institutional attachment. The major findings of the study were that significant main effects were found on academic adjustment for year in college, with seniors and juniors scoring higher than first year students. Also students differed on personal and emotional adjustment by race, with black women reporting a greater sense of psychological and physical well-being than white women. Finally, regression analyses indicated that academic adjustment and race made
independent contribution to academic achievement as measured by current grade point averages.

*Sahu (2007)* found that the age and experience of elementary school teachers affected their adjustment. There are significant gender differences in the adjustment among teachers in different schools and with different lengths of service. The researcher conclude that the teachers who had more experience and age, they were better adjusted in the school.

*Behera (2009)* examined adjustment of secondary education teachers in relation to their demographic variables. The descriptive survey method was adopted and a 200 school teachers were drawn as sample. This study finds that there is a significant positive relationship between adjustment and demographic variables life age, experiences of teachers.

*Chu and Morisson (2009)* studied the adjustment of college teachers in relation to their demographic variables such as age and experience. Sample of the study consisted of 300 teachers teaching at different colleges of Hong Kong. The major findings revealed that age and experiences of the
teachers is closely related with the adjustment. The more age and experienced teachers are more adjusted than the low age and experienced teachers.

Mohanty (2010) studied the adjustment of secondary school teachers in relation to their experiences. They used the descriptive survey type of research. The sample of 200 secondary school teachers participated in this research process. The findings of the study revealed that there is positive relationship between adjustment and experience of teachers.

Arbeuw (2010) explored the socio-emotional adjustment of teachers at elementary level. The pattern of results suggested a potential protective role for teacher-child relationships in shy children's adjustment. Results are discussed in terms of the contributions of teachers to young shy children's school adjustment.