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2.1 Introduction

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2.1 Introduction :

Review of studies of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature”. “Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication.” Best (1988) “Practically all human knowledge can be found in books and library. Unlike other animsl that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavour.

A brief review of research literature in the area of my study is presented below.

2.2 Review of Relevant Literature :

Misunderstanding and conflict loom as alternative results, when teachers and parents have different, perhaps competing, perceptions of the meanings and functions of each other’s roles (Lawrence-Lightfoot, 2003).

Many studies have shown that there are many barriers to the attainment of ideal parent involvement and teacher-parent interaction (Chavkin, 1993).

In fact, the problem of parental (mis)behavior ranks at or near the top of
many teacher stress surveys (Sakharov & Farber, 1983).

Researchers and policymakers have recognized the growing urgency of teacher stress and burnout by calling it one of the most critical problems facing education today. These phenomena are closely linked to subsequent teacher attrition. Studies indicate that high numbers of teachers leave the classroom every year (Vandenberghhe & Huberman, 1999).

General health is a critical factor in the context of rapidly changing organizational climate and culture of schools. Strain is defined as psychological, physical and behavioral responses to stressors. Several stressors influence the general health level of teachers. The term stressor is used to indicate the job and organizational conditions that require adaptive responses from teachers. The negative impact of strain upon the efficiency, effectiveness, satisfaction, and performance is well-documented (Cooper, Dewe, & O’Driscoll, 2001). Strain is manifested in the form of job dissatisfaction, anxiety, and depressed mood, headache, coronary heart disease, absenteeism, poor performance, turnover, etc.

The appraisal of stress to well-being is the main mechanism for mediating the experience of stress. Coping mechanisms are subsequently activated to reduce the personal threat and mediate the stress-response syndrome. Therefore, the experience of stress results from the teachers’ perceptions of demands, the inability or difficulty in meeting such demands stemming from a lack of effective coping resources, and the ultimate threat to the teachers’ mental and physical well-being. This point of view is related to the transactional model of stress offered by Lazarus and Folkman (1984).

The greatest volume of contemporary research concerning vulnerability to teacher stress relates specifically to individual differences in coping style. Teacher stress is associated with a negative feeling and psychological distance, which in turn may lead to teachers’ negative attributions of parent’s behavior.
and low tolerance to parent's problematic behavior. Negative affect focuses attention on the problem at hand (Frijda, 1988) and is associated with specific forms of action.

High teacher self-efficacy in general has been linked to a variety of positive outcomes. Bandura's theory of perceived self-efficacy is a usable conceptual framework for studying the impact of emotionally charged relationships on burnout (Brouwers & Tomic, 1998).

'Perceived self-efficacy refers to 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' (Bandura, 1997, p. 3).

Dussault, Deaudelin, Royer & Loiselle (1999) assessed isolation and stress in 1110 Canadian teachers and, found a high correlation.

Van Dick, Wagner, Petzel, Lenke & Sommer (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.

In order to "survive", Indian organizations are being forced to undergo massive changes. In this context, it would be important to identify the factors in the organizational environment that have the most positive impact on the performance of the organization. Among various factors, attitudes and feelings of the individuals regarding their jobs and job experiences have been found to be significantly affecting their behaviors. (Herzberg, Mausner, Peterson and Capwell, 1957; Iaffaldano and Muchinsky, 1985; Locke, 1970; Schwab and Cummings, 1970; Petty, McGee and Cavender, 1984).

Locke (1976) stated job satisfaction as a pleasurable positive state resulting from one's job and job experience. Individuals show pleasurable positive attitudes when they are satisfied with their job. Drever (1964) described job satisfaction "as an end state of feeling." Singh (1990) pointed out that the job satisfaction is a part of life satisfaction, the nature of one's
environment off-the-job. Similarly, a job is an important part of life, job satisfaction influences one's general life satisfaction as an effective reaction, feeling of employees with job, supervision, coworkers, salary/pay and his/her current and future career progress. The causes of employees' satisfaction are restricted to implant factors alone but they sum the whole gamut of men's needs and aspiration.

Job satisfaction is an effective or evaluative state while the concept of climate is a descriptive, cognitive, and non-evaluative construct (Wall, 1979). This classification is further emphasized in the work of (James and Jones, 1974; Locke, 1976; Payne and Pugh, 1976; Payne, However, Hellrigell and Slocum (1974) have suggested that a dynamic relationship exists between job satisfaction and climate.

Vroom (1964) postulated a model of job satisfaction which reflects valence of the job for its incumbent. He argued that the strength of the force on a worker to remain on his job is an increasing function of valence on his job. Srivastava and Pratap (1984) studied job satisfaction and organizational climate among executives and supervisors, reported a significant positive relationship between the overall climate and job satisfaction. Job satisfaction was also found related to various individual dimensions of organizational climate such as leadership, communication, interaction, influence in decision making, goal-setting and control.

Rajendran (1987) reported significant correlation between organizational climate and job satisfaction in a public sector industry in Tamil Nadu, India. Sharma (1987) examined the effects of organizational climate on job satisfaction, sense of participation, role stress and alienation in private sector and public sector and found that the private sector and the public sector varied significantly on the dominant climates and there was significant correlation between the climate variable and role stress variables. Srivastava
(1994) studied a group of executives and supervisors and reported that overall organizational climate is positively related with job involvement and higher order needs (self esteem, autonomy, and self actualization) are related with job involvement. Ali and Akhtar (1999) explored the effect of organizational climate on job satisfaction and they reported that those who scored high on organizational climate also differed significantly on job satisfaction scale.

Survey of the literature on occupational stress reveals that there are a number of factors related to job which affect the behavior of the employees and as a result of it, normal life is disturbed (McLean, 1974; Brief, Schular and Vansell, 1981). Cooper and Marshal (1976) stated that occupational stress includes the environmental factors or stressors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job. Orpen (1991) observed that major source of stress is derived from the occupational environment; proponents of this view tend to argue that role holders in certain occupation, irrespective of individual differences, are much more likely to experience stress. Here, the emphasis is on the individual demands of various jobs that have the capacity over a period of time to exhaust the physical and psychological resource of employees in the organization. Upadhyay and Singh (1999) found that the executive as well as the teachers experienced a moderate level of stress, the executives experienced more stress than the teachers did. The results revealed a significant difference between these two groups on the experience of stress due to factors such as role overload, intrinsic impoverishment and status variable. Emsley (2003) in their research study multiple goals and managers' job-related tension and performance suggested that job-related tension and performance deteriorate as managers pursue multiple goals although the relationship seems to be non-linear. The relative importance of goals does not appear to be important. Manshor, Fontaine and Chong Siong Choy (2003) in their study examined the
sources of occupational stress among Malaysian managers working in multinational companies (MNCs). It was found that workloads, working conditions, and relationship at work were the main concern of the managers that lead to stress at the work place. The results also indicated that certain demographic variables do influence the level of stress among managers.

Perceived satisfaction on the job is reflected by the needs of sense of fulfillment and expectation for the job to be interesting, challenging and personally satisfying (Smither, 1994). Job satisfaction is also an achievement indicator in career developmental tasks (Sidek, 2002) and is associated with the psychological (Limbert, 2004) and individual well-being (Nassab, 2008).

Low job satisfaction can be an important indicator of counterproductive employee behavior and can result in behavior such as absenteeism (Spector, 1985; Martin & Miller, 1986) and turnover intentions (Spector, 1985; Dupré & Day, 2007).

Job satisfaction is employee reactions toward their work experiences (Berry, 1997), emotional state or reactions toward the job (Gruneberg, 1979, Landy & Conte, 2004), how positive people feel about their jobs, aspects of their jobs (Spector, 1997) and work situations (Wood, Wood & Boyd, 2007). Satisfaction on the job reflects important employee attitude towards their job (Spector, 1997), indicating what makes a job enjoyable and a satisfying working environment (Smither, 1994). Thus, job satisfaction is often considered to be an indicator of employee emotional well-being or psychological health leading to indicate behavior that could affect organizational functioning. Job satisfaction is often considered to be the most interesting variable in industrial and organizational psychology research (Smither, 1994).

Generally, job satisfaction is divided into intrinsic and extrinsic facets. Intrinsic factors or content factors are related to the nature of the job itself
whereas extrinsic factors or context factors relate to other aspects of the job (Gruneberg, 1979).

According to Spector (1997; 2008), facets that have been frequently studied include pay, promotion opportunities, fringe benefits, supervision, co-workers, job conditions, nature of the work, communication and security. According to Davey, Obst and Sheehan (2001), low job satisfaction was a result of inconsistent promotional opportunity and lack of organizational support including recognition from supervisors and peers. Predictors of job satisfaction studied in the military work context have included leadership, challenging job conditions and low levels of conflict (Alpass, et al., 1997). Job pressures, positive life changes, feeling life as whole and sources of biggest problems in life (Sanchez, et al., 2004).

Occupational stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems (Pflanz & Ogle, 2006) and finally poor life satisfaction (Pawar & Rathod, 2007). High levels of work stress are associated with low levels of job satisfaction. According to Fairbrother and Warn (2003), occupational stress can be negatively related to job satisfaction among navy trainees onboard ship. They also revealed that the most important features of stress onboard ship are uncertainty and loss of control. Sanchez, et al., (2004) found that job pressure was negatively associated and was the most important predictor of job satisfaction.

Ivancevich and Matteson (1980) identified four categories of work stressors: physical environment, individual level (a mixer of role and career development variables), group level (primarily relationship-based) and organizational level (a mixture of climate, structure, job design and task characteristic).
Schuler (1982) also identifies seven categories of work stressors in organizations: job qualities, relationships, organizational structure, physical qualities, career development, change and role in the organization.

Quick and Quick (1984) proposed four categories of stressors: task demands, physical demands and interpersonal demands.

Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person’s capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it (Mc Grath, 1976). From the documented evidence, it is clear that as far as work life is concerned extreme stress is so aversive to employees that they will try to avoid it by withdrawing either psychologically (through disinterest or lack of involvement in the job etc.) Physically (frequent late coming, absenteeism, lethargy etc.) or by leaving the job entirely (Bechir and Newman, 1978). It predisposes the individual to develop several psychosomatic illnesses; in contrast, the absence of extreme stress would result in more satisfied, happy, healthy and effective employees. However, the stress one experiences in the job vary from mild to severe depending one’s physiological, psychological and social make up (French and Caplan, 1970, Margolis et al., 1974., Miller 1960 and Wardwell et al., 1964).

Cherrington, (1979) Age can be explained in the terms, that the individuals matured personality disposition related to the attainment of developmental tasks specific to each developmental tasks specific to; each developmental phase and its influence on individuals perception of the situations as stressful or otherwise. Several researchers reported that in industrial setting job satisfaction and job involvement increases with age and as a result occupational stress would decreases
Findings of the study are in line with those of many others. Lawler (1971), Khan (1972), Paul (1978) and Rao (1980) all reported that as individuals get older, there would be changes in the values and needs at the mid life point.

The extent to which an individual needs are satisfied and the extent to which the individuals perceive that satisfaction as stemming from his total work situation.” (Guion, 1958)

Teachers’ job satisfaction has perhaps been investigated more and more, often in relationship to teacher stress, job commitment, professional autonomy, school climate and so on. (Schuler, 1986)

A 1957 review of the literature on job satisfaction by Herzberg and Peterson (1957) conducted that factor analytic studies have indicated the presence of six relatively independent factors as general satisfaction and moral, attitudes toward the company and its policies, satisfaction with intrinsic aspects of the job, attitudes toward the immediate supervisor, attitudes toward satisfaction of aspirations, and satisfaction with conditions of present job.

Chase, (1985) reported in a study in the early that freedom in planning work, adequacy of salary, feelings about quality leadership, and participation in educational and personnel policy planning affected satisfaction.

Smith (1992) in their study discovered that teacher satisfaction is positively correlated with age, except for teachers between the ages of 40 to 50. These teachers also have low satisfaction about promotion prospects. In addition, gender has also been the center of some research on job satisfaction. On average, female employees responded to surveys with higher satisfaction rating than their male colleagues; and the similarity has been observed in the teaching profession. In term of gender, female teachers expressed greater job satisfaction than their male counterparts. The more satisfied group consisted
mostly of female teachers, teaching grades 1 - 4 rather than grades 5 - 8, in private rather than public schools, and with less teaching experience than their less satisfied counterparts. Plihal, (1982) found that a teacher’s years of experience were positively correlated with intrinsic rewards conceptualized by the importance attached to “reaching students”. With regard to school location, rural teachers were found to be less satisfied than urban teachers.

Srivastava and Schgal (1984) examined the effect of employees n-achievement on their perception of occupational stress using a sample of 200 white color employees of large industrial organization. The Occupational Stress Index and the Employee’s Motivational Schedule (Srivastava, 1985a) were administered to the respondents. On the basis of the median of the distribution of scores on the measure of n-achievement, the respondents were divided into low and high motivation groups to test the differences in stress scores. The analysis revealed that employees who maintained high work motivation experienced significantly lower occupational stress, such as role overload, significantly lower occupational stress, such as role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for persons, poor peer relations, strenuous working conditions and unprofitability as compared to the low n-achievement group. Further, employees with high need for production, goal achievement and competition also experienced lower occupational stress. It was inferred from these findings that high need for achievement acts as a resource in influencing the cognitive appraisal of stress inducing characteristics of job components and situations in such a way as to moderate their effectiveness.

Srivastava and Sinha (1983) investigated the effect of employees’ ego strength and job involvement on their experience of role stress arising from role overload, role ambiguity and role conflict. They opined that theses two
variables are of central importance in influencing employees’ behavior and adjustment on the job. The authors also concluded that high ego strength enables employees to cope effectively with ego strength enables employees to cope effectively with excessive demands and conflicting expectations. On the other hand, job involvement leads to job satisfaction and enhances the level of intrinsic motivation.

In a study, Helode and Palnitkar (1987) investigated the ‘variance’ of occupational stress in the light of field dependence - independence and job level in the case of bank employees. The results revealed that (a) FI-FD and occupational stress were normally distributed among middle and lower level managers; (b) FI-FD had positive and significant association with occupational stress; (c) occupational stress was significantly higher among officers than among clerks; and (d) field independent officers were found to experience more occupational stress than field dependent clerks, stress field independents clerks experienced more occupational stress as compared to field dependents officers.

Bhatnagar and Bose (1985) studied organizational role stress among branch managers of a banking organization. Reviewing the Indian studies on this theme, they observed that very little systematic work has been done to understand the relative strength of different stressors for bank managers.

Kedar Nath (1988) studied the effect of organizational climates, role stress and locus of control on job evolvement among banking professionals. He observed that several behavioral scientists in the west as well as in India have long recognized that these variables are crucial causal factors for job involvement among the banking personnel.

Madhu (1976) studies the nature and resolution of role conflict. While evaluating Kahn et al”s (1964) model, he observed that neither did not the
model emphasis the role of the focal person nor did the scales consider the focal person’s perceptions of the sanctions.

Rao (1987) studied the differential influences of contextual determinants pertaining to managerial role ambiguity. White reviewing the literature he observed a number of inconsistent findings regarding the influence of antecedents of role ambiguity. Further, it seems that contextual antecedents have differential influences on role ambiguity and hence, multivariate analysis of these variables will account for the differential level of role ambiguity variance.

According to one school of thought, differences in individual characteristics such as personality and coping style are most important in predicting whether job conditions would result in job stress. This perspective focuses upon the prevention strategies that emphasis on workers and coping styles to avoid high job stress from demanding job conditions. Another school of thought focuses up on the certain working conditions to be primary factors for causing job stress instead of individual differences. Scientific evidence suggested that certain working conditions, i.e. excessive workload demands, conflicting expectations etc. are contributors to job stress (Niosh, 1995).

Working conditions vary from job to job. Some of the professions are labeled as very cool while some are called very hectic and demanding but every vocation varies in terms of experiencing stress. Raschke (1985), Balse (1986), Hock and Roger (1996), indicated that the degree of stress which teachers experience is positively related to the degree which he/she perceives as lack of control over potentially threatening situation. Such as inability to meet the demands of students and lack of adequate coping mechanisms. Schools are considered as formal organization (Hoy and Miskel. 1987), and teachers are susceptible to organizational stress of role conflict and more role
ambiguity. Many researchers have identified sources of stress among post-
secondary faculty members. Their findings have indicated that time pressures
(Astin, 1993; Barnes, Agago & Coombs, 1998; Smith, Anderson and Lorvrich,
1995; Thompson & Dey, 1998) and high self expectations (Gmelch, Wilke and
Lorrich, 1986; Smith et al., 1995) are the main sources of stress for teachers.

In many countries teacher’s job is often considered as one of the most
stressful profession. In the last two decades, intensive researches have been
carried out in USA and Europe concerning the sources and symptoms of
teachers’ professional stress (Kyriacou, 1996). Studies in the field of teacher’s
stress show that the greater part of stress is associated with the rapid pace of
changes in education, particularly in 1980s and 1990s. Teaching profession is
generally considered as a noble profession with lots of expectations from the
parents towards their children’s education and the development of their
personalities. These expectations may also contribute as a source of stress.

Job stress and adjustment process have an important role on the well-
being of a person. Well being has been defined as dynamic state characterized
by a reasonable amount of harmony between an individual’s ability, needs and
expectations and environment demands and opportunities (Levi, 195). Job
involves subjective satisfaction and individual pleasure, depending upon
psychological status of the individual and his environmental condition. Ryff
and Keyes (1997) include self-acceptance, positive relations with others,
autonomy; purpose is life under well being.

Makin, Cox and Copper (1988), Baran and Rahman (199) reported that
job stress at workplace leads to low mental health, responsible for various
psychological and behavioral problems. As far as the dimension of low
responsibility on person is related, empirical work of 1960’s reports that the
lesser the social network and individual has, the more will be comfortable but
recent studies report that we worklessness itself has a debilitating impact on well being and high social network and support enhance the well being (Srivastava and Mishra, 2007).

Aryee and Stone (1996) reported that the role conflict is responsible for poor work adjustment and low well-being. But the most interested finding is that the obtained correlation between emotional adjustment and well-being is -0.34, which is significant.

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