CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

In any research process, one of the necessary steps is the search of related studies. Every research needs expertise. A researcher should know what is already known about the problem and how others investigate it. A summary of the writings of recognized authorities and of previous researchers provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Lokesh Koul (1984) says, “review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous study, i.e., the advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established” (P. 89).

According to John W. Best and James V. Kahn (1992), “since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation” (P. 38).

Hence, the investigator has tried to collect relevant information from various journals, articles and web sources related to the problem chosen for study. The collected reviews are classified into four categories based on the variables of the study.
2.2. STUDIES REVIEWED

2.2.1. Studies related to Job Stressors

A) Indian Studies

Vaz, Adelaid F. (1994) conducted a study on “Causes of Stress for School Teachers and Suggested Methods to Handle Stress”.

The findings of the study were: (1) Non-effective teachers have higher stress than effective teachers, which in turn affects their performance. (2) Both effective and non-effective teachers were found to use the same coping skills to manage the stress. (3) Students’ assessment also shows that non-effective teachers have higher stress than effective teachers, which again affects their performance. (4) As assessed by students, both effective and non-effective teachers used the same coping skills in management of stress. (5) The teachers with high stress have scored themselves as non-effective in their performance whereas teachers with low stress have scored themselves as effective. (6) As assessed by teachers themselves, both effective and non-effective teachers used the same coping skills in the management of stress. (7) Male teachers are more affected by stress than female teachers in the area of total stress, work-related stress relationship stress factors and home stress factors. (8) Both males and females used same coping skills for managing the stress. (9) Age and stress are not significantly related. (10) There is no significant difference in the coping skills used by teachers with different ages. (11) There is no significant difference in the stress experienced by unmarried and married teachers. (12) Both married and unmarried teachers are found to use same coping skills for managing the stress. (13) Graduate teachers have higher stress than other teachers in the categories of total, job, work and home stress and postgraduates have higher stress than others in relationship stress. (14) Teachers with different qualifications are found to use similar coping skills for managing the stress.

Pal, V.P. (2001) conducted a study on “Job Stress, Job Satisfaction and Adjustment of Physical Education Teachers as related to their Job Placement”.

The findings were: (1) Significant difference was observed among physical education teachers working in government, public and private schools in their job stress, job satisfaction and a number of adjustment variables. (2) Physical education teachers
working in public school were found to have facing significantly more job stress than their counter parts. At the same time they were enjoying significantly better job satisfaction also than others. (3) Almost similar trends were observed among male as well as female physical education teachers when they were studied as separate groups. (4) When total sample including male and female was considered as one group, negative significant relationship was observed between their length of service and job stress as well as job satisfaction. Significant negative relationship was also observed between age and job satisfaction. (5) Significant positive relationship of job stress was observed with job satisfaction and three of the adjustment variables. (6) The age and length of service of female physical education teachers were significantly negatively related to job stress. (7) A positive significant relationship of job satisfaction was found in respect of female physical education teachers with their job stress and four of the adjustment variables. (8) Job stress of female physical education teachers was not found significantly related to any of the adjustment.

Renu Choudhary (2001) conducted a study on “Teacher Burn-out in relation to Occupational Stress, Mental Health Problems and Socio-Economic Status – A Factor Analytical Study”.

The occupational stress, mental health problems, SES, marital status, educational qualifications, teaching experience and residence of the primary school teachers have been found to have independent or interactive effect on burnout and its various dimensions to varying degrees.

Sharma, M.L. (2002) conducted a study on “Job Stress, Job Satisfaction and Adjustment of College Physical Education Teachers of Himachal Pradesh, Punjab and Union Territory Chandigarh”.

The findings were: (1) Physical education teachers of Himachal state experienced significantly more job stress than physical education teachers of Punjab state. (2) Significant relationship was found between job stress and job satisfaction of physical education teachers belonging to Himacha Pradesh. (3) In case of physical education teachers belonging to Himacha Pradesh, job stress was found negatively related with various dimensions of adjustment, such as, (a) academic and general environment adjustment of the institutions; (b) socio–psycho–physical adjustment; (c) professional
relationship adjustment; (d) personal life adjustment; (e) financial adjustment; and (f) overall adjustment. (4) No significant relationship was observed between job stress and job satisfaction of physical education teachers of Punjab.

Gupta, S. (2002) conducted a study on “Principal’s Stress-Proneness in Relation to their Personality Needs and Administrative Effectiveness in the Colleges Affiliated to Bundelkhand University”.

The findings were: (1) The trait stress-proneness in college principals was found to be normally distributed. (2) High stress-prone principals were fond to be more achievement oriented, more aggressive and more in need-succourance. It is only the need-achievement, need-succourance and need-aggression were related to principals’ stress-proneness. Other needs were not found to be related. (3) In case of principals’ administrative effectiveness, too, stress-proneness was found to be related.

Raval, G.P. (2003) conducted a study on “Approaches of Coping with Stress Factors and Teacher Performance”.

The findings were: (1) Most stress creating stress factors were low level of intelligence of students, apathy of parents towards parents meetings, lack of extra teaching arrangements for weak students, inadequate educational facilities in the school & students’ low achievement in the examinations. (2) For first high stress creating stress factor, that is, low level of intelligence of students, two causes were: result was found low even if proper attempts were made and it takes more time to give clear explanation. The causes for apathy of parents towards parents meetings were apathy of parents in educational development of pupil & co-operation of parents is not availed for better results of the school. (3) The coping approaches for low level of intelligence were teaching at slow speed to make students understand and use of teaching aids during teaching. (4) The feeling about stress factors were more revision should be done, parents must understand the importance of their interest in the education of their children, all teachers should teach students in the leisure time, it damages the reputation of the school and teachers feel unhappy about the poor result of their subject. (5) Male and female teachers; urban, semi-urban and rural teachers; SC, ST, SEBC and other castes selected the same approaches of coping with the feelings about the stress factors.
Nivedita Priyadarshani (2004) conducted a study on “Occupational Stress and Job Satisfaction in relation to Professional Commitment and Background Factors in Primary School Teachers of Tribal Areas”.

The findings were: (1) The primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. (2) The high professionally committed teachers have high occupational stress as compared to low professionally committed teachers. (3) There exists significant three factor interactional effect of sex, marital status, and professional commitment on occupational stress of the teachers. (4) Other main effects, such as, sex and marital status and interactional effects, that is, sex and professional commitment, marital status and sex, marital status and professional commitment do not exhibit significant difference on occupational stress of teachers. (5) Teachers having more teaching experience have been found to exhibit low occupational stress. (6) Teachers of long service in tribal area experience low occupational stress as compared to the teachers of short service in tribal area. (7) There are significant two-factor interaction of teaching experience and service in tribal area on teacher’s occupational stress.

Singh, P. (2005) conducted a study on “Relationship between Stress and Work Values among Secondary Level Female Teachers”.

The findings were: (1) Work Values such as economic return, social service, power, independence and adventure were found to be negatively and significantly correlated with stress. (2) No significant relationship was found between stress and the work values such as intellectual change, chances of progress, material handled, association, surrounding and variety.

Poonawala, N. (2005) conducted a study on “Personality Type, Self-Esteem and Ways of Coping With Stress”.

The findings were: (1) Five factors of personality, namely, neuroticism, extroversion, agreeableness, openness and conscientiousness are strong predictors of self-esteem. (2) Five factors of personality are good predictors of ways of coping with stress. (3) Self-esteem is a good predictor of ways of coping with stress. (4) Females are
higher than males on neuroticism and openness. (5) There are no gender differences in self-esteem. (6) Males use confrontive coping, accepting responsibility, painful problem solving, and distancing as ways of coping with stress more than females.

Bindhu, C.M. and Sudheeshkumar, P.K. (2006) conducted a study on “Job Satisfaction and Stress Coping Skills of Primary School Teachers”.

The study revealed that job satisfaction differentiates male and female primary school teachers and there is positive correlation between job satisfaction and stress coping skills.

Indira Shukla (2008) conducted a study on “Burnout and Stress among Secondary School Teachers in relation to their Teaching Effectiveness”.

Teaching effectiveness as perceived by teachers and burnout due to intensity and frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) qualified / overqualified teachers, (iii) aided / unaided school and (iv) subjects taught (Language / Social science / Science) with the exception of (i) age of teachers, (ii) single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) age of teachers, (iii) single sex / co-ed school, (iv) aided / unaided school with the exception of (i) qualified / overqualified teachers and (ii) subjects taught (Language / Social science / Science). Teachers have shown that their stress and teaching effectiveness on the basis of qualification, experience, subjects taught, type of school and age of teachers are not related.

Nagarjuna, Vijaya Lakshmi (2008) conducted a study on “A Study of Stressors among Management Students”.

Results showed that there were more intrapersonal stressors reported by the students. The most common stressor reported in the total sample was found to be
overload of assignments (66.7%), followed by inability to manage time effectively (50%), pre placement fear (43.3%) and home sickness (40%). The results were discussed accordingly.

Kaur, Tejender, Prerna Puri, Nee Kumar and Manju Mehta (2008) conducted a study on “Development of Stress Scale for Women Teachers”.

Seven factors were extracted after rotation was done by Kaiser-Varimax method. Cumulative percentage of Eigen value showed that 57% of variance of the scale is due to these seven factors. The sample is 200 university and college female teachers.

Benedict, J. Nicolas. S. Gayatridevi and A. Velayudhan (2009) conducted a study on “Perceived Over Qualification, Job Satisfaction, Somatization and Job Stress of MNC Executives”.

Perceived Over qualification was found to be negatively related to Job Satisfaction. But Perceived Over qualification was found to have any relationship either with Health Status or the Job Stress of the Executives. The study finds that women executives experience more Job Stress than men, but men report poor Health Status than women.

B) Foreign Studies

Joanne Eichinger (2000) conducted a study on “Job Stress and Satisfaction among Special Education Teachers: Effects of Gender and Social Role Orientation”.

Social role orientation (expressive, instrumental, balanced, and undifferentiated) was determined for each of the teachers both on- and off-the-job using the Bem Sex Role Inventory, and then analysed in relation to six indices of work-related stress and satisfaction. For female special educators, a balanced social role orientation was associated with higher levels of satisfaction and lower levels of stress, while an undifferentiated orientation was associated with lower levels of satisfaction and higher levels of stress.
Toon W. Taris; Paul J.G. Schreurs; and Ingrid J. Van Iersel-Van Silfhout (2001) conducted a study on “Job Stress, Job Strain, and Psychological Withdrawal among Dutch University Staff: Towards a Dual Process Model for the Effects of Occupational Stress”.

Strains and withdrawal behaviours were expected to be most prominent among those who reported having few resources and/or who reported high job demands. Structural equation modelling revealed that this was indeed the case. As predicted, differential patterns of effects emerged for job demands and job resources. Analysis of the effects of four job-specific stressors revealed that especially the structural aspects of a staff member's teaching task contributed strongly to perceived job demands.

Gillespie, N.A.; M. Walsh; A.H. Winefield; J. Dua; and C. Stough (2001) conducted a study on “Occupational Stress in Universities: Staff Perceptions of the Causes, Consequences and Moderators of Stress”.

The groups focused on understanding staff’s experience of occupational stress, and perceptions of the sources, consequences and moderators of stress. Both general and academic staff reported a dramatic increase in stress during the previous 5 years. As a group, academic staff reported higher levels of stress than general staff. Five major sources of stress were identified including: insufficient funding and resources; work overload; poor management practice; job insecurity; and insufficient recognition and reward. The majority of groups reported that job-related stress was having a deleterious impact on their professional work and personal welfare.

Marc van Veldhoven; Jan de Jonge; Sjaak Broersen; Michiel Kompier; and Theo Meijman (2002) conducted a study on “Specific Relationships between Psychosocial Job Conditions and Job-Related Stress: A Three-Level Analytic Approach”.

Well-being showed slightly more raw variance to be explained at supra-individual levels than strain. The full regression model explained about 35% of the total variance in both work-related strain and well-being. Psychosocial job conditions did not exceed the expected amount of 10 to 15% contribution to this explained variance. These results do not differ from comparable studies that do not use multi-level analysis. The variance distribution in the full model, however, showed unexplained variance to be
located at the individual level for both strain and well-being, and at the departmental level only for well-being. This last finding shows a direction for possible improvement of work stress models. Specificity of relationships was also shown: psychological job demands were more strongly related to strain.

**Renato Pisanti; Maria Pia Gagliardi; Simona Razzino; and Mario Bertini (2003)** conducted a study on “Occupational Stress and Wellness Among Italian Secondary School Teachers”.

Controlling for age and gender, results of hierarchical regression indicated that job control and social support combine in different additive patterns with job demands to explain the well-being outcomes (job satisfaction, emotional exhaustion, depersonalisation, somatic complaints). The predictor's linearity check indicated that the job demands variable is curvilinearly associated both with emotional exhaustion ($p<0.005$) and with somatic symptoms ($p<0.01$). As compared to the average of the other European countries, on the positive side, the Italian teachers manifest both a higher degree of personal accomplishment and a lesser degree of depersonalisation; on the other hand, they claim a lesser degree of social support and a higher degree of somatic complaints.

**Jack Mearns and Jill E. Cain (2003)** conducted a study on “Relationships between Teachers' Occupational Stress and Their Burnout and Distress: Roles of Coping and Negative Mood Regulation Expectancies”.

Simultaneous regression analyses showed that higher stress on the job did indeed predict greater burnout and distress. Additionally, stronger NMR expectancies predicted more active coping. NMR expectancies also predicted less burnout and distress, independent of stress level and coping. Believing one could control one's negative moods was associated with more adaptive outcomes for teachers.

**Konstadina Griva and Katherine Joekes (2003)** conducted a study on “UK Teachers Under Stress: Can We Predict Wellness on the Basis of Characteristics of the Teaching Job?”

Regression analyses showed that of the Karasek components, job demands was the most consistent predictor for the study outcomes, whereas control and social support
appeared to have less predictive power. The inclusion of other job aspects (e.g. physical exertion, environmental risks, and job meaningfulness) significantly added varying degrees to the explained variance of the outcomes. The addition of coping strategies marginally adds to overall explained variances of the burnout components. The UK teachers were considerably worse off than their European colleagues on all outcome measures, and in majority of the predictor variables. They appear to use different coping strategies, work under worse conditions and report lower levels of psychological and physical well-being.

Oi-ling Siu (2003) conducted a study on “Job Stress and Job Performance among Employees in Hong Kong: The Role of Chinese Work Values and Organizational Commitment”.

The purpose of recruiting two samples was to replicate the stress-performance relationship in a Chinese setting to enhance generalization of the results. The results consistently revealed that sources of pressure and self-rated job performance were negatively related. Furthermore, organizational commitment and Chinese work values were positively related to job performance. A series of hierarchical regressions, while controlling for age, tenure, and job level, revealed that Chinese work values and organizational commitment were significant stress moderators. Chinese work values were found to be significant moderators of the stress-performance relationship in both samples. However, those values only safeguarded performance when work stress was low or moderately high. When work stress was very high, employees with high levels of Chinese work values reported lower job performance. Organizational commitment, in contrast, protected employees from the negative effects of stressors and moderated the stress-performance relationship in a positive direction, but for the first sample only.

Eva Torkelson and Tuija Muhonen (2004) conducted a study on “The Role of Gender and Job Level in Coping with Occupational Stress”.

It was hypothesized that, if gender and level in the organization were controlled for, the use of problem-focused strategies would be associated with fewer health problems and the use of emotion-focused strategies with greater health problems. It was also predicted that men and women at a similar organizational level would not differ in their use of problem-focused coping strategies. The results showed, contrary to the
hypothesis, that when level and gender were controlled for, no relation between problem-focused strategies and health was obtained. Instead the emotion-focused strategy of Seeking emotional support was associated with fewer health problems, whereas Focus on emotions and Alcohol/drug disengagement were associated with more symptoms. Coping was at least partly related to level. At a managerial level the men and the women used basically the same strategies whereas at a non-managerial level traditionally conceived coping patterns were evident.

Liang, Christopher (2005) conducted a study on “The Relationship of Intergenerational Family Conflict, Racism-related Stress and Psychological Well Being and the Role of Collective Self-esteem among Asian American College Students”.

The findings supported that these two ecological challenges are important to consider in conceptualization of the self-esteem problems, career problems, and interpersonal problems of Asian Americans. Significant relationships between these two ecological challenges and depression or anxiety were not found. Results suggested that racism-related stress contributes additional strain to Asian Americans career problems and self-esteem problems beyond that of culturally based intergenerational family conflict.

Denning, Dayne Ralston (2005) conducted a study on “The Impact of the Texas Assessment of Knowledge and Skills (TAKS) on Teacher Stress and Anxiety as reported by Middle School Classroom Teachers in a Selected School District in Education Service Center, Region 20, Texas”.

The findings were: (1) There was a statistical difference (p > 0.05) in state and trait anxiety scores between teachers of TAKS subjects and teachers of non-TAKS subjects. (2) Within the two groups of teachers of TAKS subjects and teachers of non-TAKS subjects, there were statistical differences (p > 0.05) in the state and trait anxiety scores, which support that a correlation exists between state and trait anxiety. (3) There was no statistical difference in state and trait anxiety among teachers of TAKS subjects and teachers of non-TAKS subjects in selected variables.
Aldridge, Russell Mark (2005) conducted a study on “Spiritual Well-being and Quality of Life as Correlates of Job Stress among Academic Chairpersons in Selected Seventh-day Adventist Tertiary Institutions”.

The results indicated that spiritual well-being, especially the existential well-being component, had a statistically significant affect upon quality of life variables. Spiritual well-being had the greatest affect upon self-esteem and creativity satisfactions. Spiritual well-being also affected occupation strains having the greatest impact upon psychological and interpersonal strains.

Tytherleigh, M.Y.; C. Webb; C.L. Cooper and C. Ricketts (2005) conducted a study on “Occupational Stress in UK Higher Education Institutions: A Comparative Study of All Staff Categories”.

The results showed that the most significant source of stress for all higher education staff (irrespective of category of employee) was job insecurity. In comparison to the normative data, staff also reported significantly higher levels of stress relating to work relationships, control, and resources and communication, and significantly lower levels of commitment both from and to their organization. However, they also reported significantly lower levels of stress relating to work-life balance, overload and job overall, and lower levels of physical ill-health. Significant differences were identified between staff working at Old versus New universities and by category of employee.

Miller, G.V.F. and C.J. Travers (2005) conducted a study on “Ethnicity and the Experience of Work: Job Stress and Satisfaction of Minority Ethnic Teachers in the UK”.

Univariate analysis of the results revealed that this group of teachers, as compared with other groups were experiencing poorer mental health and lower job satisfaction. Multivariate analysis revealed four reliable factors regarding the 'sources of stress' these minority ethnic teachers perceived they were experiencing. They are the 'hierarchy and culture of the school', workload', 'cultural barriers', and the 'lack of status and promotion'. Some minority ethnic teachers reported that ethnic discrimination on a daily basis or at least several times per week was a contributory factor in their experience of stress. Many of the teachers believed they worked within an institutionally racist
environment. Multiple regression analysis discovered that 'total stress', 'total self-esteem', 'working conditions job satisfaction' and 'total discrimination' were the major predictors of mental ill-health in the minority ethnic teachers. Job dissatisfaction was predicted by 'total discrimination', 'workload', 'total general health', 'resolution strategy', and the 'lack of status and promotion'.

**Taylor, Brenna; Zimmer, Connie; and Womack, Sid T. (2005)** conducted a study on “Strategies to Prevent Teacher Stress and Burnout”.

Results indicated that overall respondents were very positive about being teachers; given the opportunity, almost 79% would choose teaching again as a career. Negatives included anxieties about student violence as expressed by a majority of teachers on three of the 45 items, and that the teachers believed that teaching is not respected by those outside the profession.

**Werner-Leonard, Andrea (2006)** conducted a study on “Self-esteem and Mastery as Moderators of the Relationship between Work and Non-work Stressors and Depression”.

The study revealed that (1) Karasek et al.’s (1986) job demand and control portion of the model was supported by the data, (2) the work social support component of Karasek's model was not supported; (3) personal resources have both independent and moderating effects on depression; (4) the home/work interface has direct effects on depression; (5) general social support reduces the effects of depression; (6) being a victim of harassment increases depressive symptomatology and (7) being female, in this sample, has a negative relationship with depression.

**Brewer, Denise M. (2006)** conducted a study on “The Association between the Occupational Stress of Early Childhood Teachers and their Beliefs and Practices Concerning the Assessment of Young Children”.

Results showed that a large amount of teachers are not using developmentally appropriate assessment measures in an appropriate manner with young children. In addition, a relatively high number of teachers were at-risk for occupational stress. A statistically significant negative relationship was found between teacher assessment practices and beliefs.
Berger, Ashley Lowman (2006) conducted a study on “High-Stakes Testing and Its Relationship to Stress between Rural and Urban Elementary School Teachers”.

A t-test for independent samples found that rural teachers recorded significantly higher stress scores than did urban teachers for three variables: teacher morale, personal stress, and frustration with student effort. There were no significant differences between rural and urban teachers on the other eight variables tested, although both rural and urban teachers reported stress related to high-stakes testing. The implementation of high-stakes testing is a result of public policy enacted through state and federal laws, and thus is a matter of social change. Understanding the differences and similarities between rural and urban teacher stress in regard to high-stakes testing may assist both policy-makers and practitioners in that social change effort by providing guidance for professional development to reduce associated teacher stress. Specifically, the results of the study suggest to policy-makers, who allocate resources for professional development, that both rural and urban teachers do experience stress related to high stakes testing. Therefore, both populations could benefit from resources supporting related professional development. However, rural teachers did indicate significantly lower teacher morale, higher personal stress, and greater frustration with student effort than did their urban colleagues. Thus, practitioners who develop and deliver professional development for teacher stress related to high stakes testing may differentiate the content of such programs to emphasize those areas for rural teachers.

Davis-Roberts, Gloria (2006) conducted a study on “Sources of Stress, Levels of Stress, and Coping Strategies of Faculty and Staff at Northern Caribbean University”.

The subjects were mostly female (66%), staff (62%), and married (47%). Over half (57%) of the participants were recent employees (0-4 years). More than three-fourths of the participants were below the age of 50 years. In general, faculty and staff at NCU experience normal levels of stress, although 2%-6% may have experienced strong probability of maladaptive stress, debilitating strain, or both. They also have average coping resources. Although within normal range, levels of stress due to certain sources and types were related to gender, marital status, age, and length of employment.
Boyd, Scott L. (2006) conducted a study on “Core Self-evaluations as a Moderator of the Job Stress-Burnout Relationship”.

Results indicated that the core self-evaluations construct failed to moderate the relationship between job stress and all three burnout factors. However, the locus of control factor pertaining to externality successfully moderated the relationship between job stress and exhaustion. In addition, the self-esteem factor pertaining to self-derogation successfully moderated the relationship between job stress and reduced professional efficacy.


The study revealed that occupational stress among educators has been researched for a number of decades. As a result of a drastically changed working environment in the teaching profession in South Africa, stress as a phenomenon has also received attention. Since valuable studies have been undertaken on certain aspects of educator stress, this article attempts to provide an overview of the occurrence of stress among educators. In the light of this, the article focuses on different models of occupational stress and identifies key factors that may have an impact on occupational stress among educators.

Li-fang Zhang (2007) conducted a study on “Teaching Styles and Occupational Stress among Chinese University Faculty Members”.

Satisfactory reliability and validity data were obtained for the Chinese version of the four occupational stress scales. After self-rated abilities were taken into account, occupational stress remained a significant predictor of teaching style. A stronger feeling of role overload and more frequent use of a rational/cognitive coping strategy were conducive to employing both creativity-generating and conservative teaching styles; a stronger feeling of role insufficiency and psychological strain had a negative impact on the use of creative-generating teaching styles.
Abdullatif, Qutayba (2007) conducted a study on “Effects of Trait Anxiety and Cognitive Appraisals on Emotional Reactions to Psychological and Physical Stressors”.

Results from mean comparisons indicate that participants reacted with higher elevations of S-anxiety in the psychological threat condition as compared to the physical threat condition. This finding is significant and unique since this is the first study that examines the differential effect of the type of stressor on the mediated path between T-anxiety and S-anxiety. Additional analyses indicated that T-Anxiety also influenced primary and secondary cognitive appraisals and participants with higher T-Anxiety demonstrated higher levels of primary appraisals and lower levels of secondary appraisals.

The most interesting findings are probably the different indices of empirical and theoretical fit across the two predictive regression-based path analytic models of state-trait distinction in psychological and physical threat conditions. In comparing the two models, it is interesting to note that T-Anxiety had a consistent (and equal) predictive influence on pre-task S-Anxiety ($\beta=.413, p<.05, R^2 =17.1\%$).

Brown, James C. (2007) conducted a study on “Full and Part-Time Employee Stress and Job Satisfaction at Two Upstate New York Colleges”.

The data suggested that significant differences exist in the area of employee status (full-time versus part-time) in 6 of 12 dimensions of stress: overload, resources and communication, job security, pay and benefits, psychological well-being, and job satisfaction (aspects of the job). This research was the first such study in the United States to use the ASSET shortened organizational stress evaluation tool to collect data about employee status and employee position in higher education institutions.

Araas, Teresa Eve (2008) conducted a study on “Associations of Mindfulness, Perceived Stress, and Health Behaviors in College Freshmen”.

Higher dispositional mindfulness was significantly correlated with higher self-efficacy, lower perceived stress and less high risk health behaviors. This study included investigation of similarities and differences between male and female respondents. Significant differences in age and mean body mass index existed between genders, and
female students reported significantly higher perceived stress scores than their male counterparts. These findings enhance previous understanding of college freshmen perceptions and behaviors, suggesting that mindfulness programs may improve coping skills, decrease stress levels, and improve health habits for freshmen transitioning into college.

Maria Platsidou and Ioannis Agaliotis (2008) conducted a study on “Burnout, Job Satisfaction and Instructional Assignment-related Sources of Stress in Greek Special Education Teachers”.

Results indicated that Greek special education teachers reported average to low levels of burnout. They reported moderately high levels of satisfaction with their job, the principal, and the school organisation as a whole; they also reported average satisfaction with work conditions and low satisfaction with prospects of promotion and pay. Four factors were identified on the job-related stress factors: teaching in a multi-category classroom, programme organisation and implementation, assessment of students, and collaborations with other special education experts and parents. The special education teachers perceived none of these issues as particularly overwhelming. Moreover, few significant effects of age, gender, and family status were identified.

Joshua P. Viljoen, Sebastiaan Rothmann (2009) conducted a study on “Occupational Stress, Ill Health and Organisational Commitment of Employees at a University of Technology”.

The results showed that different organisational stressors contributed significantly to ill health and low organisational commitment. Stress about job security contributed to both physical and psychological ill health, whereas overload and job aspects contributed to psychological ill health. Stress about control and resources contributed to low organisational commitment. Low individual commitment to the organisation was predicted by five stressors, namely work-life balance, overload, control, job aspects and pay.
Karriem, Keesha L. (2010) conducted a study on “The Relationship between Stress and Emotional Intelligence among Direct-Care Workers”.

Important positive relationships existed between stress and emotional intelligence, which revealed that direct-care workers with high stress levels have lower levels of emotional intelligence, and direct-care workers with low levels of stress have higher levels of emotional intelligence. The findings revealed that general mood is a substantial predictor of direct-care workers' stress.

Parisi, Michele (2011) conducted a study on “The Relationship between Stress and Self-esteem in Student Athletes versus Non-athletes”.

Results are likely to have important implications for school personnel attempting to facilitate personal growth through the participation in sports and other activities. Knowing factors which can help lessen symptoms of negative stress and increase self-esteem can facilitate mental health professionals in learning new ways to not only improve mental health, but it can also have secondary advantages of improving academic performance and overall social and emotional well being. The goal of the current research study is to learn more about how stress/anxiety and self-esteem play a role in the lives of athletes versus non-athletes.

Cosio, Saharay E. (2011) conducted a study on “Social Support and Occupational Stress Among University Employees”.

A significant negative relationship was found between work-related social support and occupational stress. Analysis indicated that about 18% of the variance in occupational stress was accounted for by the five predictors. Of the five predictors, supervisory social support accounted for 8% of unique variance in occupational stress beyond that accounted for by the other predictors.

Black, Kristy Terry (2011) conducted a study on “Rural Middle School Teachers' Perceptions of their Efficacy and Stress”.

This study found that teachers in the rural middle school setting feel they are impacted by more outside stress factors than from within their own classroom. It becomes obvious, though, that the concerns are generated by people and things the
teachers have no control over. Micro-politics, trust and support, and the practice of hiring relatives are the main stress factors impacting these teachers. The support and close ties to family, friends and religious associations were places of comfort and solace. The overall implication is that teachers feel more stress based on the type of administrator the school has than on the teaching.

Chon, Joo Yeon (2012) conducted a study on “Coping as a Mediator of the relation between Teacher Perceived Stress and Teacher-Student Relationships”.

The results provided support for hypothesis 1 and 2, but no support was found for hypothesis 3, proposing coping as a mediator of stress on teacher-student relationships. Although no support was found for the mediating effect of coping on perceived stress of teachers and their relationships with students, there was an overall adequate goodness of fit of the model. The findings of teacher perceived stress and teacher-student relationships have implications for identifying factors related to stress among teachers and steps to improve support for them in their relationships to students.

Thompson, Isaac Benjamin (2013) conducted a study on “Challenge and Hindrance Stressor Appraisals, Personal Resources, and Work Engagement Among K-12 Teachers”.

Results indicated that K-12 teachers appraise workload as a hindrance stressor more than as a challenge stressor, which is contrary to existing management literature categorizing workload a challenge stressor.

2.2.2. Studies related to Emotional Intelligence

A) Indian Studies


The findings were: (1) In General the findings are in conformity with most of the hypotheses proposed in the light of earlier researches and existing theories in the field. (2) Some of the measures of Emotional Intelligence showed significant association with the measures of Social Intelligence. (3) Some of the measures of Emotional Intelligence were found to correlate significantly with Big-five Personality factors. (4) Some of the
measures of Emotional Intelligence were found to correlate significantly with the measures of temperament. (5) The measures of Social Intelligence demonstrated significant relationship with some of the measures of Personality. (6) The correlations among the measures of Emotional Intelligence were positive and generally substantial. (7) The inter-correlations among the measures of Social Intelligence were low by and large. (8) Some of the Personality factors correlated significantly with each other. (9) Principal components analysis located a General Factor of Emotional Intelligence. This factor maintained factorial independence with Social Intelligence, Personality and Temperament.

Eva Justina Romoold, E.J. (2006) conducted a study on “Enhancing Emotional Intelligence of Student Teachers through Ennegram Educational Programme”.

A significant difference found between the mean scores for Emotional Self-awareness, Emotional Expression, Emotional Awareness of others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and quality of life. As a whole, it can be concluded that the field of education, particularly the teachers training programme is a beneficiary of Ennegram educational programme.


The girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meager educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.

Agrawal, M. (2006) conducted a study on “Does Emotional Intelligence Affect Relationship between Deprivation and Academic Anxiety?”

The findings were: (1) The deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally
intelligent girls. (2) The social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

Upadhyaya, P. (2006) conducted a study on “Personality of Emotionally Intelligent Student-Teachers”.

Student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence are more competent and have more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. The fifteen personality traits like experimentive vs. conservative, emotionally stable vs. excitable, spiritual vs. materialist, social vs. self-centered, adaptive vs. rigid, inquisitive vs. non-curious, relaxed vs. tense, affectionate vs. undemonstrative, self-critical vs. happy-go-lucky, group dependent vs. autonomous, humble vs. assertive, more analytical vs. less analytical, forthright vs. crooked, dominant vs. submissive, conscientious vs. unscrupulous are not different in case of student-teacher with high and low emotional intelligence.

Patil, B. and Kumar, A. (2006) conducted a study on “Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement”.

The findings were: (1) There is no significant difference between emotional intelligence of male and female students teachers. (2) There is no significant difference in the emotional intelligence of students’ teachers of arts and science faculty. (3) There is no significant relationship between the emotional intelligence and academic achievement of student teachers.
Singaravelu, S. (2007) conducted a study on “Emotional Intelligence of Student Teachers (Pre-Service) at Primary Level in Puducherry Region”.

It is concluded that the emotional intelligence of student teachers (pre-service) at primary level in Puducherry is high. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence.

Saranya, R. and A. Velayudhan (2008) conducted a study on “Analysing Prosocial Behaviour and Emotional Intelligence among University Students”.

The findings suggested that students differed significantly in the emotional intelligence factors as well as Pro-social behaviour dimensions. It was concluded to give necessary guidance and counseling to the required students.

Dey, Niradhar (2009) conducted a study on “Influence of Emotional Intelligence on Academic Self-efficacy and Achievement”.

The result demonstrated that emotional intelligence and academic self-efficacy significantly co-related with academic achievement. On the basis of findings, it is suggested that emotional intelligence should be integrated into undergraduate curriculum.

Gowdhaman K. and M. Bala Murugan (2009) conducted a study on “Emotional Intelligence among the B.ED. Teacher-Trainees”.

The findings revealed that the emotional intelligence among the B.Ed. teachers trainee is normal.
Mohammadyfar, Mohammad Ali, Mahmmod S.Khan, and Bahman Kord Tamini (2009) conducted a study on “The Effect of Emotional Intelligence and Job Burnout on Mental and Physical Health”.

The results showed the emotional intelligence burnout were explained 43.9 % of mental health and 13.5 % of variance of physical health.

Rathi, Neerpal and Renu Rastogi (2009) conducted a study on “Assessing the Relationship between Emotional Intelligence, Occupational Self-efficacy and Organizational Commitment”.

A positive and significant correlation is observed between EI and occupational self-efficacy (p<0.01), whereas a positive relationship (not significant) is observed between EI and organizational commitment. Moreover, a low positive association is found between occupations self-efficacy and organizational commitment. The research implies that EI and occupational self-efficacy are related with a variety of organizationally desirable outcomes. Therefore, an understanding of levels of EI and occupational self-efficacy will be helpful in taking suitable steps (such as conducting training programs) to enhance these competencies among the employees.

B) Foreign Studies

Burbach, Mark E. (2004) conducted a study on “Testing the Relationship between Emotional Intelligence and Full-range Leadership as Moderated by Cognitive Style and Self-concept”.

A significant predictive relationship was found between emotional intelligence and all full-range leadership styles from leaders’ perceptions. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leaders’ perceptions. This indicated the combined extraversion and intuitive cognitive style is associated with transformational leadership over and above emotional intelligence. The leader’s direction of self-concept added significant variance to the relationship between emotional intelligence and transformational, management by exception and laissez-faire leadership from leaders’ perceptions. No significant interaction was found between cognitive style or direction of self-concept and emotional intelligence while predicting full-range...
leadership style from leaders’ perceptions. A significant predictive relationship was found between emotional intelligence and laissez-faire leadership and outcomes of leadership from raters’ perceptions. A significant interaction was found between direction of self-concept and emotional intelligence while predicting transformational leadership, contingent reward leadership and outcomes of leadership from raters’ perceptions.

Clanton, Sharon Clark (2005) conducted a study on “An Exploratory Study of Emotional Intelligence, Self-esteem, and Job Satisfaction of High-Tech Employees”.

While preliminary analysis of the data did not provide statistically significant support for the hypotheses of this study, it is hoped that the results from this study will not only add to the knowledge base of existing information but may also provide greater insight for the development of evolving organizational policies and practices that recognize the value of employees and encourage their work-related satisfaction.

Cook, Charles Roy (2006) conducted a study on “Effects of Emotional Intelligence on Principals’ Leadership Performance”.

The results indicated that emotional intelligence has a positive effect on principals' leadership performance. This supports the body of research that emotional intelligence has a positive effect on leadership performance. Effective leadership requires a wide range of skills. Emotional intelligence is one skill that may assist principals as they strive to more effectively meet the needs of students.

Jenkins, Bonita Ellen (2006) conducted a study on “Emotional Intelligence of Faculty Members, the Learning Environment, and Empowerment of Baccalaureate Nursing Students”.

The results indicated a significant, strong, positive relationship between the second EI branch, facilitating thoughts, and the total LEM score. This relationship suggested that faculty members’ ability to use emotions for effective reasoning and problem-solving influenced students’ perceptions of their impact in the classroom, their competence level, and their meaningfulness or value of nursing education. The total scores of the CUCEI and LEM also related strong, significantly, and positively. There were other significant relationships among the scales of the CUCEI and the dimensions
of the LEM, as well as the two branches, an area score, and total EI score. These relationships indicated that faculty abilities to perceive, understand, and facilitate emotions affected student perceptions of all domains of the learning environment, particularly the personal development domain.

Muhammad, Dawn Tracy (2006) conducted a study on “The Relationship between Emotional Intelligence and Job Satisfaction: Testing the Claim that Emotional Intelligence Quotient Predicts Level of Job Satisfaction”.

The analyses indicated that an individual's emotional intelligence quotient was not a significant predictor of the level of job satisfaction.

Teehan, Robert E. (2006) conducted a study on “The Relationship between Emotional Intelligence, Sense of Humor, and Job Satisfaction in Masters of Business Students at a Midwestern University”.

The study was non-experimental, quantitative, correlation research using survey method. The survey was administered via Internet using four tools: the Wong and Law Emotional Intelligence Scale, the Multidimensional Sense of Humor Scale, the Overall Job Satisfaction Scale, and a demographic questionnaire.

Drew, Todd L. (2007) conducted a study on “The Relationship between Emotional Intelligence and Student Teacher Performance”.

While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.
Pence, Patricia L. (2010) conducted a study on “Emotional Intelligence, Motivation, and Retention among Undergraduate Students Attending Associate-Degree Nursing Programs in Illinois”.

The research also tested the Nursing Undergraduate Retention and Success (NURS) model by examining demographic variables and academic motivation of nursing students. The Motivated Strategies for Learning Questionnaire (MSLQ) and the Assessing Emotions Scale (AES) garnered data from 390 first-year undergraduate students attending nine associate degree-nursing (ADN) schools in Illinois. Regression analysis suggested statistically significant differences in the mean scores for the test anxiety and control of learning beliefs MSLQ subscales with retention at the end of the first nursing course. Differences in the mean scores for the extrinsic motivation, task value, time and study, and effort regulation MSLQ subscales were statistically significant at the end of the first semester. Hierarchal logistic regression analysis indicated age was a predictor of retention at the end of the first nursing course. Race/ethnic background and the ADN School were predictors of retention at the end of the first semester. Mean scores on the AES and MSLQ were not predictive with retention.

Mitchell-White, Kathleen (2010) conducted a study on “Reflective Thinking and Emotional Intelligence as Predictive Performance Factors in Problem-based Learning Situations”.

Regression analysis tested the relationships of CR and EQ with OP but yielded no statistical significance. Due to concerns about the measure of OP, a second analysis revealed significance with PA scores for EQ (b=.193, p=<.001) only. Preparing effective special agents to respond to the challenges of a volatile global environment is a priority of the FBI and contributes to positive social change, as its mission is to ensure the safety and security of the United States. The main conclusion from the study was that a better measure of performance is needed to study the impact of CR and EQ on trainees. When measured more effectively, characteristics of trainees may be relevant to improving performance.
Zuhal Guvenc and Kazim Celik (2012) conducted a study on “Relationship between the Reflective Thinking Skills and Emotional Intelligences of Class Teachers”.

Research data have been analyzed by means of statistical arithmetic average, t-test, F-test (Variance Analysis), LSD test, linear regression analysis and Pearson correlation coefficient. The study suggested that there is no significant difference regarding the emotional intelligence perceptions of teachers in terms of above-mentioned variables like sex, educational background and number of the students of class teachers. Unlike those variables, class teachers have shown a significant difference as to perception of emotional intelligence according to one variable, “professional seniority”. A significant difference has been found out as motivating the emotions in line with sex variable, organizing and managing emotions and self-motivation regarding the “professional seniority” at the statistical level of 0.5. There is no significant difference among class teachers as for the perceptions of reflective thinking skills according to the variables, sex, professional seniority, educational background and number of the students those taught.

Lilley, Darcy L. (2012) conducted a study on “Applying Positive Leadership Principles to an Investigation of Organizational Stress in Military Units and the Benefits Associated with Providing Leaders with Emotional Intelligence Social Awareness”.

The researcher determined that each organization in the study offered a strong and vibrant workplace, however, there were consistent patterns indicating recognition concerns. This study reconfirmed that what is really important to people is regular interaction, appreciation, and recognition. This does not require much time, effort, or money but pays big dividends where relationships, stress/energy drain, and satisfaction are concerned.

Statistically there was no difference in the organizational stress/energy drain or satisfaction levels after heightening the organizational leader's emotional intelligence social awareness, however, qualitative analysis provided additional valuable insight. The qualitative analysis, including evaluations, focus group, and leadership interviews provided great insight into the value of heightening a leader's emotional intelligence social awareness and showed observable decreases in stress/energy drain and increases in
satisfaction levels. The quantitative and qualitative analysis combined to give the researcher a comprehensive view and overall perspective of the lived experience.

**Pittman, Robert E. (2012)** conducted a study on “Emotional Intelligence in Charter School Principals and Student Performance”.

Two chief conclusions from this study were reached: (a) principals' EI was not related to student achievement, and (b) principals’ gender and the number of students in the school did not predict principals' EI, but older principals had lower levels of EI on some of the EI components. Recommendations for future study include conducting similar research in more than one geographical location and comparing the relationship between principals' EI and student achievement in public schools versus charter schools.

**Juma, Dalal Sabri (2013)** conducted a study on “The Relationship Between Emotional Intelligence of Principals and the Overall Organizational Climate of Public Elementary Schools”.

The Bar-On Emotional Quotient Inventory (Bar-On EQ-I) and Organizational Climate Questionnaire (OCQ) were also used throughout the study to determine the influence of self-perceived emotional intelligence on overall organizational climate. Using a descriptive qualitative case study design within a public elementary school in the Midwest, the researcher interviewed and surveyed one principal and numerous followers from each school. The researcher found numerous recurring themes throughout the interviews and found that the principal's emotional intelligence scores were related to the overall organizational climate.

**Maundu, Irene Kasungwa (2013)** conducted a study on “Emotional Intelligence and Deans: Exploring the Nature of the Emotional Intelligence of Community College Deans in the Southeastern Region of the United States”.

Findings indicated that total emotional intelligence, using emotions, and managing emotions were not statistically significant with any of the demographic characteristics. There was a significant negative relationship between gender, size of institution, level of education, and perceiving emotions. Male participants had low levels of perceiving and understanding emotions when compared with females. Level of education and experience were also significant with understanding emotions. This study
provided a snapshot of the nature of the emotional intelligence of community college deans in the southeastern region of the United States, adds to the available information on emotional intelligence in general, and also provides insights for future research.

Abdulkarim, Randa M. (2013) conducted a study on “The Relationship between a Leader's Self-Perceived Level of Emotional Intelligence and Organizational Climate, as Perceived by Organizational Members”.

The study revealed no significant relationship between the emotional intelligence of leaders and organizational climate as perceived by organizational members. The results of the study indicate that individuals working in nonprofit organizations are perhaps influenced and/or motivated differently than individuals working in for-profit organizations.

2.2.3. Studies related to Self-Esteem

A) Indian Studies

Verma, B.P. and Sood, K. (2005) conducted a study on “Study Approaches of Distance Learners: Impact of Achievement, Locus of Control and Self-Esteem”.

The findings were: (1) Level of academic achievement does not appear as a significant factor in deep approach of distant learners. High and averaged achievers tend to adopt surface approach more than low achievers. (2) Level of locus of control does not seem to matter in deep approach to study but students with internal locus of control were significantly more inclined towards the use of surface approach to studying as compared to students with external locus of control. (3) Self-esteem has emerged as determining factor for adoption of both approaches to studying.

Surabala Sahoo (2005) conducted a study on “Self-Esteem, Educational Decision-Making, Adjustment and Academic Attainment of Secondary School Students in Relation to Parent-Involvement”.

The findings were: (1) Positive and significant relationship was found between self-esteem of students and parent-involvement. (2) Significant difference was found between the self-esteem of students belonging to high parent-involvement and low parent-involvement groups. (3) Positive and significant relationship was found between
emotional adjustment of students and parent-involvement. (4) Significant difference was found between the emotional adjustment of students belonging to high parent-involvement and low parent-involvement groups. (5) Positive and significant relationship was found between social adjustment of students and parent-involvement. (6) Significant difference was found between the social adjustment of students belonging to high parent-involvement and low parent-involvement groups. (7) No significant relationship was found between educational adjustment of students and parent-involvement. (8) No significant difference was found between the educational adjustment of students belonging to high parent-involvement and low parent-involvement groups. (9) No significant relationship was found between general adjustment of students and parent-involvement. (10) No significant difference was found between the general adjustment of students belonging to high parent-involvement and low parent-involvement groups.


The study revealed that the results were done with an Independent Sample t Test. It was shown that there was a significant positive relationship between high self esteem and teaching aptitude, and there was no significant between gender and the level of self-esteem and teaching aptitude among the students.

Joshi, Shobhna and Rekha Srivastava (2009) conducted a study on “Self-esteem and Academic Achievement of Adolescents”.

Findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regards to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys scored significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.
B) Foreign Studies


The analyses section demonstrates that occupational factors can have an important impact on the psychological well-being of urban teachers in California. The results of this study demonstrated that stress, examined in the urban education context, has important psychological implications for teachers in urban California.

Quinn, Sean S. (2005) conducted a study on “The Organization-based Self-esteem, Institutional Belongingness, and Career Development Opportunities of Adjunct Faculty at a Small Northeastern College”.

The findings revealed that first, regardless of their status as, for the most part, unseen and unheard members of the institution, adjunct faculty members in this study had little difficulty developing and maintaining organization-based self-esteem. Rather, they perceived themselves as part of a group of well-qualified, capable, and knowledgeable individuals who did not see their status as an impediment to accomplishing the organizational roles they were hired to fill. Second, and paradoxically, adjunct faculty did not experience institutional belongingness and were isolated within the parameters of their job categorization. Third, adjunct faculty were not encouraged to engage in career development activities both within and outside of the institution and were not eligible for annual funding. These findings suggested that institutions improve organization-based belongingness and career development, to the benefit of the hiring institution as well as the adjuncts under their employ. In doing so, colleges can better attract and serve students in an increasingly competitive marketplace.

Schiffbauer, Lon W. (2013) conducted a study on “The Pursuit of Self-esteem: Help or a Hindrance in Thriving in the Workplace?”

The findings suggested that criticism, difficult feedback, and other forms of negative recognition elicit a pursuit response—a mechanism whereby an individual attempts to mitigate the negative recognition and replace it with positive recognition, thereby increasing one's self-esteem. This pursuit of self-esteem can, in turn, have an
effect on one's ability to thrive in the workplace. However, the nature of the effect depends in part on how the individual goes about pursuing self-esteem and the conditions for thriving present in the workplace. Pursuit mechanisms that support thriving conditions can help one thrive at work while mechanisms that work against thriving conditions can be a barrier to thriving. Finally, the data suggested that factors such as performance, retention, and productivity may drop when employees use pursuit mechanisms that work against thriving conditions.


Results of the pre and posttests of each of the inventories were compared and analyzed via an analysis of variance and discussed to explore the efficacy of this pedagogical style. Quantitative results indicated no statistical significance on standardized assessments measuring their self-esteem, arts (dance) self-perception, or expressions of spirituality. However, researcher observed differences in the comparison and experimental group were noted and discussed. Because transpersonal psychology allows for emotional transformation, this study contributes to furthering transpersonal literature by acknowledging the potential impact of student/teacher rapport in the compassion and empowerment-based teaching of classical ballet to adolescent girls.

2.2.4. Studies related to Mental Health

A) Indian Studies

Venus, Mary C.J. (1998) conducted a study on “Impact of Mental Health Orientation on School Teachers”.

The findings were: (1) The Child Mental Health Orientation significantly enhanced the level of knowledge of school teachers measured in terms of their awareness on the developmental needs of the growing children. (2) Impact of Child Mental Health Orientation Programme (CMHOP) on the knowledge of mental health problem of children was confirmed. (3) The CMHOP significantly increased the perception of the teachers’ supportive role in handling the problems in children. (4) The CMHOP significantly improved the teachers’ perception of healthy disciplinary practices of
children. (5) The impact of CMHOP on the positive attitude of the teachers on Child Mental Health was also ascertained. (6) Among the socio-economic variables none of the variables had any significant influence on the impact except the number of children of the teachers, which had a low positive significance on the attitude to child mental health. (7) The level of teaching had a low negative but significant influence on their perception of their supportive role in handling their problems in children. But the strength of the class and the number of subjects taught had a low positive significant correlation on their perception of the disciplining practices of children. Irrespective of their reasons for choosing the teaching career, all the teachers did benefit out of CMHOP. (8) The job stress of the school teachers had a low negative significant influence on the impact of identification of the problems in children, indicating that, as the job stress increased in teachers the impact on the ability to identify problems in children would be affected. (9) The personality type whether extrovert or introvert did not have any significant influence on the impact, so also the neurotic stable mind dimension. The total self-esteem scores also did not show any significant influence on the impact where as the dimension, social self-esteem had a low negative influence on the impact of the knowledge of problem identification on children.

Pal, M. (2001) conducted a study on “Attitude of School and College Teachers towards Creative Learning and Teaching in relation to Mental Health”.

The findings were: (1) The college teachers have significantly higher (or more favourable) attitude towards creative learning and teaching as compared to school teachers. (2) Male teachers do not differ from female teachers regarding their attitude towards creative learning and teaching. (3) Teachers belonging to low mental health, average mental health and high mental health group do not differ significantly with regard to their attitude towards creative learning and teaching. (4) School male teachers have significantly higher attitude towards creative learning and teaching than high school female teachers. (5) There is no significant difference between male and female teachers separately for college and school regarding their attitude towards creative learning and teaching. (6) College female teachers have significantly higher attitude towards creative learning and teaching than separately school male teachers and school female teachers. (7) College male teachers have significantly higher attitude towards creative learning and teaching than school female teachers. (8) There is no significant influence of interaction
between teachers level and mental health, gender and mental health separately on attitude towards creative learning and teaching. (9) There is no significant influence of interaction among teachers’ level, gender and mental health on attitude towards creative learning and teaching. (10) Mental health does not contribute significantly in predicting attitude of school teachers, college teachers, male teachers, female teachers and teachers of the total sample towards creative learning and teaching.

Shakunthala, K.S. (2001) conducted a study on “Adjustment of Secondary School Teachers in relation to their Teaching Competency, Emotional Maturity and Mental Health”.

The findings were: (1) There was a high, positive and significant correlation between teachers’ adjustment and mental health of secondary school teachers. (2) There was a high, positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers in secondary schools. (3) There was a high, positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers in secondary school. (4) There was a high, positive and significant correlation between teaching competency and adjustment of teachers working in government and private secondary schools.

Srivastava, B. (2002) conducted a study on “Mental Health, Values and Job Satisfaction among Teachers of Hindi and English Medium Schools”.

The findings were: (1) The levels of mental health of the male and female teachers is within normal and just above normal range. (2) There is no gender difference between the levels of mental health among Hindi medium schools but difference was significant in English medium schools. (3) There is no significant gender difference between the value pattern of male and female Hindi medium school teachers but difference was significant on knowledge, economic and health values in English medium school teachers. (4) The level of job satisfaction of male and female school teachers of both mediums of teachers school is within normal and just above normal range. (5) There is no significant gender difference in the job satisfaction of Hindi medium school teachers. (6) In English medium school teachers female teachers are having significantly higher job satisfaction in comparison to their male counterparts. (7) Mental health is significantly and positively correlated with power value other values in this group have
no significant relationship with job satisfaction in Hindi medium school teachers. (8) Economic & health values are significantly but negatively related with job satisfaction. All other values have no significant relationship with job satisfaction for Hindi medium school teachers. (9) Power value is positively and significantly correlated with mental health among male English medium teachers. (10) None of the eight values are significantly related with job satisfaction among the male English medium school teachers. (11) Mental health and job satisfaction is significantly and positively correlated among male English medium school teachers. (12) Health and religious values are positively, health and economic value are positively and significantly correlated with job satisfaction among female English medium school teachers. (13) Job satisfaction and mental health are positively related but doesn’t touch level of significance among English medium school teachers.

Sujeet Kumar (2003) conducted a study on “Mental Health of Teachers, Administrators and Employees”.

The findings were: (1) No significant difference has been found in the regularity, adjustment, self-concept levels of male and female teachers. Males have been found better than females in emotional maturity and physical health. The female teachers have been found better in self-evaluation, clarity of principles of life and freedom from anxiety. As a whole no significant difference has been reported in the physical health of male and female teachers. (2) No difference has been found in males and females on the factors of nonchalant/enthusiastic, less wise/ more wise, emotional/stable, composed / Jovial, hesitant / social, stern/sensitive, trusting/doubting, realistic/imaginative, ordinary / socially skilled, self confident/anxious, recessive/independent, conflict ridden / conflict free and stress full/stress free. (3) The male teachers have been found better than female teachers on the factor flexible/rigid. Female teachers have been found better on the factor worldly/spiritual and traditional/modern than the male teachers. The family and social conditions of the female teachers have been found better than that of male teachers. (4) Positive correlation has been found between the mental health of male teachers and the factors emotional/stable, worldly/spiritual, hesitant/social, and traditional/modern. Trusting/doubting factor has been found to have negative correlation with the health of male teachers. No significant difference has been found between the other factors and mental health of the male teachers. No significant correlation has been found between the
mental health of male teachers and their family and social conditions. (5) Nonchalant / enthusiastic factor has been found to be positively correlated with the health of female teachers. Self-confident/anxious factor has been found negatively correlated with the mental health of female teachers. The mental health of the female teachers has been found positively correlated with their family and social conditions. No significant correlation has been found between the mental health of the female teachers and other factors.

Nibedita Nayak (2005) conducted a study on “Mental Health and Adjustment of Secondary School Teachers Influencing Development of Self Concept in Teachers”.

The study revealed that female, unmarried, less qualified and more experienced teachers are found to be in possession of better self-concept than male, married, more qualified, less experienced teachers. There existed no statistically significant difference between the married and unmarried teachers in regard to mental health. Teachers differed sex-wise in regards to their adjustment level resulting in favour of females. Educational Background-wise difference was also significant between teachers in relation to adjustment, but teachers did not differ significantly in relation to their qualification or marital status. Coefficient of correlation between all the variables has been found to be highly significant. The multiple correlation value between the self-concept and mental health as well as adjustment taken together has been found to be 0.868 which is significant at .01 levels. Contribution of Mental Health variable to self-concept in terms of proportion variance is found to be 49% while it is 26% in case of Adjustment. Mental health and adjustment of secondary school teachers are the major factors which have been found to influence the development of their self-concept both individually as well as combined. The contribution of mental health is more in this regard followed by adjustment.

Saheel, Khan and Srivastva, Bina (2008) conducted a study on “Teacher-Burnout in relation to Mental Health”.

After the investigation it was found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health. Teachers with poor mental health are likely to be less sympathetic towards others. These teachers will not
guide, motivate and inspire the students. These teachers must be identified and given proper treatment and suggestion.

Srivastava, Sweety and Madhu Asthana (2008) conducted a study on “Social Support and Mental Health: A Study of Working Women”.

Results revealed better mental health in lectures in comparison to teachers group. A significant positive correlation revealed that working women with high social support have been mental health.

Singh, AK. Savita Kumari and Suprashna Kumari (2008) conducted a study on “Mental Health Behavior as a Function of Behavior Pattern and Personality Factors”.

Results revealed that Type A behavioural pattern, poor ego strength, low degree of emotional control, poor quality of decision-making and negative self-concept adversely affected mental health behavior.

B) Foreign Studies

Fish, Angela M. (2005) conducted a study on “Mental Health Status of Preschool Teachers and Childcare Providers”.

The participants were 97% women and were representative of locations and types of childcare settings (center vs. home-based) as well as ethnic distribution of the three county area. Participants completed the Center for Epidemiological Studies Depression Scale (CES-D) and the Symptom Checklist-90-Revised (SCL-90-R). Although average scores on these instruments were not elevated, 27% of caregivers scored above 16 on the CES-D and 48% scored above 60 (1 SD above the mean) on the SCL-90-R depression subscale. These indicated the presence of a clinically important level of depressive symptoms, in greater proportion than is present among women in 38 general. Caregivers who were older, more experienced, or had more perceived social support reported fewer depressive symptoms.

Results revealed that African American men had more psychological distress at baseline and over time than White men. African American men had less life satisfaction but more self-esteem than White men at baseline. Poverty was associated with less self-esteem and life satisfaction among men at baseline. Poverty was also associated with more psychological distress at baseline but, unexpectedly, was associated with a decrease in psychological distress over time. Men with more social support had less psychological distress and more self-esteem and life satisfaction at baseline. Unexpectedly, men who reported more social support at baseline experienced greater declines in mental health. Results showed no mediating effects of perceived social support on the relationships between both race and poverty with mental health. However, perceived social support was found to moderate the association between poverty and baseline psychological distress among men. Finally, among poor men, high levels of social support were associated with less psychological distress, more self-esteem, and more life satisfaction. Poor men who reported having more social support at baseline also had decreases in psychological distress and increases in life satisfaction over time.

Zhang, Yin-ling; Cao, Bao-hua; and Miao, Dan-min (2006) conducted a study on “Analysis and Maintenance of Mental Health of Female Teachers in Colleges of China”.

This study included issues of situation and classifications of the mental health of the female teachers, i.e. psychology and behavior, body symptom, and professional burnout. The two aspects, objective factors (social factors, work pressure, traditional opinion, gender discrimination and bias) and subjective factors (high self-expectations, poor psychological well-being) of the influencing factors on the mental health of female teachers in China.
Chappel, Ashley M. (2012) conducted a study on “Stress, Complete Mental Health, and Social Support among High School Students”. Results revealed that the combination of Time 1 mental health variables and all forms of initial stress accounted for the most amount of variance (45%) in Time 2 internalizing problems and the least amount of variance in Time 2 externalizing problems (13%). In all cases, the largest predictor of Time 2 mental health was initial levels of mental health. The only stressor that appeared as a unique predictor of Time 2 mental health was stress in the student-teacher relationship, which accounted for a significant amount of variance in Time 2 externalizing problems. Further regression analyses found that parent and peer support were critical in predicting later mental health.

Killea, Anita M. (2013) conducted a study on “Addressing School Mental Health in a Texas Public School District: An Action Research Study”.

Consistent with the findings of other research studies on school mental health (Center for School Mental Health, 2011), the three main areas of concern identified by the group included poor role clarification among school personnel responsible for mental health functions, lack of teacher training about mental health disorders and related classroom management strategies, and unclear policies and procedures. The process and outcome of the study support the use of participant action research as a method to aid in the development of locally relevant school mental health programs.

2.3. CRITICAL REVIEW

The investigator reviewed ninety-six studies related to job stressors, emotional intelligence, self-esteem and mental health. Among which 39 studies were conducted in India and 57 studies in abroad. Forty-seven studies are related to job stressors, 27 studies are related to emotional intelligence, 8 studies are related to self-esteem and 14 studies are related to mental health. Most of the studies have employed survey method. In many of the studies, random sampling techniques have been used for selecting samples.

The investigator of the present study would like to add some critical comments regarding the studies reviewed. After the critical evaluation of the related studies, the investigator has made the following conclusions.
Vaz, Adelaid F. (1994) concluded that non-effective teaches have higher stress than effective teachers, which in turn affects their performance. Both effective and non-effective teachers were found to sue the same coping skills to manage the stress.

Pal, V.P. (2001) reported that significant difference was observed among physical education teachers working in government, public and private schools in their job stress, job satisfaction and a number of adjustment variables.

Renu Choudhary (2001) suggested that the occupational stress, mental health problems, SES, marital status, educational qualifications, teaching experience and residence of the primary school teachers have been found to have independent or interactive effect on burnout and its various dimensions to varying degrees.

Sharma, M.L. (2002) concluded that physical education teachers of Himachal state experienced significantly more job stress than physical education teachers of Punjab state. Significant relationship was found between job stress and job satisfaction of physical education teachers belonging to Himachal Pradesh.

Gupta, S. (2002) found that the trait stress-proneness in college principals was found to be normally distributed. High stress-prone principals were fond to be more achievement oriented, more aggressive and more in need-succourance. It is only the need-achievement, need-succourance and need-aggression were related to principals’ stress-proneness. Other needs were not found to be related.

Raval, G.P. (2003) concluded that most stress creating stress factors were low level of intelligence of students, apathy of parents towards parents meetings, lack of extra teaching arrangements for weak students, inadequate educational facilities in the school & students’ low achievement in the examinations.

Nivedita Priyadarshani (2004) suggested that the primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. The high professionally committed teachers have high occupational stress as compared to low professionally committed teachers.

Singh, P. (2005) reported 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 such as intellectual change, chances of progress, material handled, association, surrounding and variety.
Bindhu, C.M. and Sudheeshkumar, P.K. (2006) concluded that job satisfaction differentiates male and female primary school teachers and there is positive correlation between job satisfaction and stress coping skills.

Nagarjuna, Vijaya Lakshmi (2008) found that there were more intrapersonal stressors reported by the students. The most common stressor reported in the total sample was found to be overload of assignments (66.7%), followed by inability to manage time effectively (50%), pre-placement fear (43.3%) and homesickness (40%). The results were discussed accordingly.

Joanne Eichinger (2000) concluded that for female special educators, a balanced social role orientation was associated with higher levels of satisfaction and lower levels of stress, while an undifferentiated orientation was associated with lower levels of satisfaction and higher levels of stress.

Gillespie, N.A.; M. Walsh; A.H. Winefield; J. Dua; and C. Stough (2001) reported that five major sources of stress were identified including: insufficient funding and resources; work overload; poor management practice; job insecurity; and insufficient recognition and reward. The majority of groups reported that job-related stress was having a deleterious impact on their professional work and personal welfare.

Oi-ling Siu (2003) concluded that sources of pressure and self-rated job performance were negatively related. Furthermore, organizational commitment and Chinese work values were positively related to job performance. A series of hierarchical regressions, while controlling for age, tenure, and job level, revealed that Chinese work values and organizational commitment were significant stress moderators.

Liang, Christopher (2005) reported that significant relationships between these two ecological challenges and depression or anxiety were not found. Results suggested that racism-related stress contributes additional strain to Asian Americans career problems and self-esteem problems beyond that of culturally based intergenerational family conflict.

Aldridge, Russell Mark (2005) found that spiritual well-being, especially the existential well-being component, had a statistically significant affect upon quality of life variables. Spiritual well-being had the greatest affect upon self-esteem and creativity satisfactions. Spiritual well-being also affected occupation strains having the greatest impact upon psychological and interpersonal strains.

Taylor, Brenna; Zimmer, Connie; and Womack, Sid T. (2005) reported that overall respondents were very positive about being teachers; given the opportunity,
almost 79% would choose teaching again as a career. Negatives included anxieties about student violence as expressed by a majority of teachers on three of the 45 items, and that the teachers believed that teaching is not respected by those outside the profession.

Araas, Teresa Eve (2008) suggested that the findings enhance previous understanding of college freshmen perceptions and behaviors, suggesting that mindfulness programs may improve coping skills, decrease stress levels, and improve health habits for freshmen transitioning into college. Implications include the confronting of challenges and coping response efforts of students throughout their college experience, possibly mitigating dropout rates and increasing university retention. Investigation of influences of mindfulness programs on university retention rates should be a priority.

Maria Platsidou and Ioannis Agaliotis (2008) reported moderately high levels of satisfaction with their job, the principal, and the school organisation as a whole; they also reported average satisfaction with work conditions and low satisfaction with prospects of promotion and pay. Four factors were identified on the job-related stress factors: teaching in a multi-category classroom, programme organisation and implementation, assessment of students, and collaborations with other special education experts and parents. The special education teachers perceived none of these issues as particularly overwhelming. Moreover, few significant effects of age, gender, and family status were identified.

Joshua P. Viljoen, Sebastiaan Rothmann (2009) reported that different organisational stressors contributed significantly to ill health and low organisational commitment. Stress about job security contributed to both physical and psychological ill health, whereas overload and job aspects contributed to psychological ill health. Stress about control and resources contributed to low organisational commitment. Low individual commitment to the organisation was predicted by five stressors, namely work-life balance, overload, control, job aspects and pay.

Cosio, Saharay E. (2011) reported that a significant negative relationship was found between work-related social support and occupational stress. Analysis indicated that about 18% of the variance in occupational stress was accounted for by the five predictors. Of the five predictors, supervisory social support accounted for 8% of unique variance in occupational stress beyond that accounted for by the other predictors.

Black, Kristy Terry (2011) concluded that teachers in the rural middle school setting feel they are impacted by more outside stress factors than from within their own
classroom. It becomes obvious, though, that the concerns are generated by people and things the teachers have no control over. Micro-politics, trust and support, and the practice of hiring relatives are the main stress factors impacting these teachers. The support and close ties to family, friends and religious associations were places of comfort and solace.

Chon, Joo Yeon (2012) reported that teacher perceived stress and teacher-student relationships have implications for identifying factors related to stress among teachers and steps to improve support for them in their relationships to students.

Eva Justina Romoold, E.J. (2006) found that a significant difference found between the mean scores for emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections.

Upadhyaya, P. (2006) reported that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence are more competent and have more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.

Patil, B. and Kumar, A. (2006) concluded that there is no significant relationship between the emotional intelligence and academic achievement of student teachers.

Singaravelu, S. (2007) concluded that the emotional intelligence of student-teachers (pre-service) at primary level in Puducherry is high. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students.

Saranya, R. and A. Velayudhan (2008) reported that students differed significantly in the emotional intelligence factors as well as Prosocial behaviour dimensions. It was concluded to give necessary guidance and counseling to the required students.

Gowdhaman K. and M. Bala Murugar (2009) concluded that the emotional intelligence among the B.Ed. teachers trainee is normal.

Rathi, Neerpal and Renu Rastogi (2009) found that a positive and significant correlation is observed between emotional intelligence and occupational self-efficacy, whereas a positive relationship is observed between emotional intelligence and organizational commitment.
Burbach, Mark E. (2004) reported that a significant predictive relationship was found between emotional intelligence and all full-range leadership styles from leaders’ perceptions. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leaders’ perceptions.

Zuhal Guvenc and Kazim Celik (2012) suggested that there is no significant difference regarding the emotional intelligence perceptions of teachers in terms of above-mentioned variables like sex, educational background and number of the students of class teachers.

Abdulkarim, Randa M. (2013) concluded that individuals working in nonprofit organizations are perhaps influenced and/or motivated differently than individuals working in for-profit organizations.

Ranganathan, V. (2008) found that there was a significant positive relationship between high self-esteem and teaching aptitude, and there was no significant between gender and the level of self-esteem and teaching aptitude among the students.

Joshi, Shobhna and Rekha Srivastava (2009) reported that there were no significant differences with regard to self-esteem of rural and urban adolescents. Boys scored significantly higher on self-esteem as compared to girls.

Pal, M. (2001) reported that teachers belonging to low mental health, average mental health and high mental health group do not differ significantly with regard to their attitude towards creative learning and teaching. Mental health does not contribute significantly in predicting attitude of school teachers, college teachers, male teachers, female teachers and teachers of the total sample towards creative learning and teaching.

Shakunthala, K.S. (2001) found that there was a high, positive and significant correlation between teachers’ adjustment and mental health of secondary school teachers.

Srivastava, B. (2002) concluded that there is no gender difference between the levels of mental health among Hindi medium schools but difference was significant in English medium schools. Job satisfaction and mental health are positively related but doesn’t touch level of significance among English medium school teachers.

Nibedita Nayak (2005) reported that the multiple correlation value between the self-concept and mental health as well as adjustment taken together has been found to be 0.868 which is significant at 0.01 levels. The contribution of mental health is more in this regard followed by adjustment.
Saheel, Khan and Srivastva, Bina (2008) concluded that teachers with low mental health are more prone to burnout than the teachers of average and high mental health. Teachers with poor mental health are likely to be less sympathetic towards others. These teachers will not guide, motivate and inspire the students. These teachers must be identified and given proper treatment and suggestion.

The conclusions arrived from the above said reviewed studies clearly show the present study is differ from these studies in all the aspects. Hence, the investigator executed the present investigation.