CHAPTER-2
REVIEW OF LITERATURE
The occupational hazards of teaching include personality maladjustment, ill health and a warped outlook on teaching and life. Teachers are somewhat more likely to be affected by diseases and ailments which are associated with neurotic trends (maladjustments) than persons in other occupational groups (Prasad, 1990).

Crow and Crow (1951) stated that more important than industry is the need in schools for well adjusted, satisfied and efficient teachers. Mental health is far more than the absence of mental illness. Happiness, peace of mind, satisfaction in achievement and enjoyment of life are all aspects of mental health. A person who has good mental health adjusts well with himself and his environment. This is the positive aspect of mental health which is analyzed in the present study.

Baba, Galperin, and Lituchy (1999) addressed the issues of occupational mental health among nurses in the Caribbean. The results indicated role conflict, role overload social support predicted stress, which along with social support predicted burnout.

Machiko-Nagai, Tsuchiya, Toulopoulou and Takei (2007) compared the likelihood of having minor psychiatric disorders (MPD) among school teachers. They reported that reduced job satisfaction and shorter time spent of leisure were significantly associated with an increased likelihood of having MPD. Among civil servants, longer working hours, reduced life satisfaction, a history of sick leave, and physical illness were associated with an increased likelihood of having MPD. In a further analysis it was found that job dissatisfaction alone was associated with MPD only in female teachers. Poor mental health of Japanese school teachers, female teachers in particular, was found to be associated with job dissatisfaction.

Anand (1986) reported a study on mental health of school teachers using a mental health scale and observed that fifty nine percent of teachers
were mentally healthy. This study also reported that the state of working bears no relation to mental health while social values were positively related to mental health of teachers and religious values were negatively correlated.

A study by Burvani (1991) revealed that students who perceive themselves as highly competent were relatively free from mental ill health symptoms and discrepancy between real and ideal self was found to be associated with mental health.

Review of the related literature revealed that a very few studies in the area of occupational mental health of teachers are done. The occupational mental health is the mental health in the area of job or job related mental health. Occupational mental health includes three components; competition, aspiration and negative job carry over (Warr, 1990). Two other components job satisfaction and self concept are found to be highly related with mental health (Gunthey & Singh, 1982). Hence occupational mental health is the variable which comprises competition, aspiration, negative job carry over, job satisfaction and self concept.

Weiskopf P. (1980) in his study on “Burnout Among teachers of Exceptional children” reveals the high correlation between burnout scores and degree of job satisfaction and performance, and also found significant relationship between such scores and negative perceptions by teachers of their own power to influence work situations.

Pettegrew L.S. and Wolfie, G.E. (1982) in their investigation on “Validating Measures of Teachers Stress” explain that the contract validity of several measures of teachers stress and suggested that the phenomenon requires multivariate assessment. Further the researchers suggest that the survey questionnaire made no attempt to measure, account for or acknowledge the effects of stressors from sources beyond the school environment.

Cunninghum, W.G. (1983) in his study on “Teachers Burnout Solutions for the 80”s review of literature” explains that organizational stress factors
linked with physical, emotional and attitudinal exhaustion manifest in physical and emotional illnesses. Decreases in job satisfaction and subsequent poor performance have been linked to occupational stress burnout.

Manthei and Solman (1988) in their study on “Comparative Teachers Stress and Negative Outcomes in Canterbury State Schools” focuses the study on New Zealand and N.S.M. teachers, identified seven structural factors which led to teachers stress like, pupil recalcitrance, poor remuneration, curriculum demands, low professional recognition, poor working environment, community antagonism and time demand and lack of time for adequate, preparation of assistance with individual pupil difficulties.

Sharma, V. and Sharma, S. (1989) in their study on “Organizational Role Stress and Anxiety: A comparative Study of Bureaucrats and Technocrats”, analyzed the nature and Magnitude of the relationship of role stress with general and job anxiety among bureaucrats and technocrats. Roll stress correlated positively with both the outcomes among technocrats and with job anxiety among bureaucrats. With regard to specific stressors also it was found that technocrats were more vulnerable to stress.

Piercce, C.M.B. and Molloy G.N. (1990) in their article entitled on “Relationship between School Type, Occupational Stress, Role perceptions and Social Support” highlights major findings of this study are reported in rank order from greatest to least occupational stress factors like work load, time management, salary, resources comment in the media, interaction with colleagues and managing student behaviors.

Pitchers R.T. and Soden R. (1998) in their study on “Scottish and Australian Teachers Stress and Strain” highlight the role overload as a significant stressors. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish Vocational and further education lectures. The researchers have concluded that strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.
Lewis R. (1999) in his study on “Teachers Coping with the stress of Class Room Discipline” explains that the teachers’ estimations of stress arose from being unable to discipline pupils in the way they would prefer. The researcher has concluded that the class room discipline is also a significant source of stress.

Friedman, I.A. (2000) in his study on “Burnout in Teachers Shattered Dreams of Impeccable Professional Performance” examined the self reports of newly qualified teachers and described his findings as the Shattered dreams of idealistic performance. The researchers has concluded that the respondents revealed sharp declines in self-efficacy as they found that they could not live up to their ideal performances.

Xiao Z., et al (2003) in their study on “Teachers Needs in China” reveal that during the past ten years or more, a majority of researchers job satisfaction in China have mainly focused on urban areas rather than on rural areas (Xiao & Li, 2003) with more and more emphasis on education in rural areas, especially in areas of high poverty, recent studies have paid more attention to teacher job satisfaction in rural areas.

Sargent, T. and Hannum, E. (2005) in their study on “keeping Teachers Happy job Satisfaction among Primary School Teachers in Rural North-west China” comparative study highlight an in-depth research on teacher job satisfaction in rural north-west China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Further more economic development was negatively connected with teacher”s satisfaction.

Pande, N. and Naidu, R.K. (1986) in their study on “Effort and Outcome Orientations as Moderators of Stress Strain, Relationship” describes the moderating effect of effort orientation and outcome orientation in the stress-strain relationship. Partial evidence for the moderating effect was found. Those high on outcome orientation had higher distress than those low on it.
Those high on effort orientation reported fewer symptoms when under stress than others.

Jha, S.S. (1988) in his study on “Jobs Stress and Employee Strain in India Executives” explains the pattern of stress and strain in three work groups namely production, personnel and data processing divisions in an organization. Results indicated that job future ambiguity had negative effect on job satisfaction in all the three groups. The pattern of stress in the three groups was different among different levels of management. Among different levels of managers, the middle level managers had more role ambiguity than others did.

Reddy, V.S. and Ramamurthi, P.V. (1991) in their study on “The Relation between Stress Experience on the Job-Age, Personality and General ability” analysed the influence of age, personality and general ability of the individual in the perception of stress. It was found that only age influenced the perception of stress. There was only very limited contribution of personality and general ability of the individual to the intensity of stress experience of the individual.

Rajeswari, T.R. (1992) in her study on “Employee Stress: A Study with Reference to Bank Employees” found significant negative relationship between age and stress and also between experience and stress. This study also found negative correlation between number of members in the family and stress. The level of stress did not differ between different levels of workers namely officers, and clerks.

Singh, A.K. and Sehgal, V. (1995) in their study on “Men and Women in Transition: Patterns of Stress, Strain and Social Relations” Highlight the patterns of stress and strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions. Difference in gender was however found in strains. Women were characterized by anxiety, whereas men exhibited more symptoms of somatic problems comparing the single and dual
couples. It was fund that male managers with spouses working experienced higher workload than managers whose spouses were not working. In strains also single career male managers had less irritability that dual career male managers din overall single career male managers had better psychological well-being than others did working women managers had better physical well-being that their working husband did but had poorer psychological well-being.

Lewis, R. (1999) in his study on “Teachers Coping with the Stress of Classroom Discipline” examined that the teachers estimations of stress arising from being unable to discipline pupils in the way. They would prepare overall maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

Farooq A. Shah (2003) in his study on “Role Stress in the Indian Industry: A Study of Banking Organisations” describes adequate explanation of stress, and its nature, dimensions, causes, manifestations and coping up strategies. It was observed that most of the employees experience medium to high level of stress at work. Role stagnation, inadequacy of role authority and role erosion is comparatively high rated dimensions of job stress. The study further reveals that employees belonging to the clerical cadre relatively experience more stress on most of the dimensions.

Berhem et al (2004) in their study on “A New Model for Work Stress Patterns” describe that the role of ambiguity as the main source of work stress and self-knowledge as the main coping strategy to overcome work stress. Work stress is believed to be one of the most important factors affecting productivity.

Lakhwinder Sing Kang (2005) in his study on “Stressors among Medical Representatives: An Empirical investigations” tries to investigate the various stressors related with the job of a medical representative. A sample of 140 medical representatives was taken for the purpose of the present study. The results showed interference of job in personal life, „unsupportive collegues.”
“Work load” and “continuous pressure for improved performance” have been found to be causing stress among the medical representatives.

Anitha Devi (2006-7) in her study on occupational stress: A comparative Study of Worker in different Occupations” describes identifying the degree of life stress and role stress (LS & RS) experienced by professional women. It also studies the effect of life stress and role stress on various demographic variables like age, experience and income. For the purpose of study, 180 women professionals (six different occupations) were chose. It was found that science and technology professionals and doctors experienced significantly greater life stress and role stress.

Modern living has not only provided innumerable comforts to human life but also has taxed human body and mind with a plethora of demands termed as stress. The phenomenon of stress is not new rather man has been experiencing stress since the origin of structured societies. The difference lies with the severity and frequency which has increased now days to such an extent that it has become a major threat to human life. It has become part of our daily life activities whether it is related to family, education, social activity, economic activity, organization or work. Occupational or work stress occurs when there is discrepancy between the demands of workplace and an individual’s ability to carry out and complete those demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging everyday (Hepburn & Brown, 2001; Johnson et al., 2005).

In this competitive era, every educational institution is setting new goals to compete not only at the local level but also at the global level. As a result teacher, at the crux of an education system, has to bear the responsibility to prepare the young generations to build a nation with purpose and tackle the challenges of tomorrow. To prepare effective, competent and committed teachers the role of teacher educators becomes prominent in achieving the desired goal. These teacher educators prepare and train good and effective teachers who further prepare and train good
students. Therefore, the level of stress experienced by teacher educators increases manifold than other teachers. Excessive workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meager salaries, indifferent students and parents behaviour, professional development, fatigue, frustration, stagnation, boredom, and loss of motivation or enthusiasm and unsupportive parents, etc. contribute towards teacher stress (Blase, 1986; Manthei & Solman, 1988; Kyriacou, 2001; Butt et al., 2005; Johnson et al., 2005; Meng & Liu, 2008; Shernoff et al., 2011).

Studies among teachers have indicated that stress has alarming negative effects on their psychological, physical and behavioural responses (Sutton, 1984; Kinman, 2001; Kyriacou, 2001; Sun et al, 2011). The negative effects include irritability, anger, fatigue, anxiety, depression, headaches, loss of concentration, sleep disturbances, persistent negative thoughts, low appetite, gastrointestinal problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. to highlight a few from the exhaustive list. Teacher stress not only affects his own health but also negatively affects the students (Forlin et al., 1996) and even the organisation (Hayward, 1993). Continuous exposure to stress situations develops in teachers a sense of self apathy, low self esteem, deprives of motivation and will to teach, loss of confidence, irritability with colleagues, unwillingness to cooperate, frequent irrational conflicts at the place of work, withdrawal from supportive relationships, inappropriate cynical humor, dealing ineffectively with students thus, ultimately lowering the overall performance level.

Moderate or optimum level of stress is considered desirable or productive instead of high stress level which hampers the physical as well as mental health of the person. In fact, one actually needs moderate levels of stress to help stay alert and perform well. Moderate levels of stress may
motivate an individual or improve performance, efforts for work, diligence and stimulate creativity (Little et al., 2007). Teacher educators of the sample experienced moderate level of stress may be due to the reason that they might be well aware of stress and its implications and whenever they faced stressful situations they tried to manage or cope with it accordingly. It is also possible that the participants did not accept themselves as stressed as they get satisfaction from their job (Eres & Atanasoska, 2011), Johannsen, (2011) are in line with the present study depicting that participants experienced moderate level of stress.

The high occupational stress score of female teacher educators can be due to the fact female teachers have to compete with their male counterparts to prove their capability as it is a male dominated society. They have to exert more to prove their efficiency and sometimes have to sacrifice their professional ambition in favour of the family. Even they have to share their time fulfilling their responsibilities both at work place and with the duties and responsibilities towards their family also. Thus, stressful situations arise both at home and office front. Studies conducted by Santiago et al., (2008) too confirmed that females were more stressed than males. Findings of studies conducted by Aminabhavi & Triveni, (2000); and Johannsen, (2011) are not in line with the present findings. These studies highlighted that no significant difference existed between the stress levels of female and male teachers.

Job stress can be defined as the nonspecific response of the body to any demands made upon it. It is assumed to be an internal state or reaction to anything we consciously or unconsciously perceive as a threat, either real or imagined (Clarke & Watson, 1991). Robbins (2001) defines stress as a dynamic condition in which the individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress can be experienced by environmental effect, organizational factors, and individual variables (Cook & Hunsaker, 2001) Occupational stress is one of the
concerning the working environment or their nature of work that causes each individual suffering stress (Rohany, 2003).

A number of surveys have been pointed out the comparatively stressful nature of teaching profession. T. Cox, Mackay, S. Cox, Watts, and Brockley (1978) reported that more than 60 per cent of teachers considered working as the main source of stress in their lives. Kyriacou (1980) revealed that teachers, when compared to people in other professions, teachers do experience a higher level of stress than many other professionals.

Job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences. For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers’ assessment of top management.

Job satisfaction is an emotional relation to an employee’s work condition. Job satisfaction is defined to be an overall impression about one’s one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Job satisfaction also an extension over a staff member has favorable or positive feeling about work or the work environment.

Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Job satisfaction has been a topic of much discussion over the years. The term job satisfaction is a combination of psychological, physiological and
environmental circumstance that makes a person to say I am satisfied with my job, while there have been many debates on the concept of job satisfaction and in most studies it is described as how people find about their jobs and its different aspects. Locke (1976) stated that job satisfaction as a pleasurable positive state resulting from one’s job and job experience.

Individuals show pleasurable positive attitudes when they are satisfied with their job. Job satisfaction is defined as affection or emotional response towards various facts of one’s job, job satisfaction is related to working conditions and level of professionalism which is a key factors in successfully recruiting & relating teachers.

Mental health is the ability to balance feelings, desires, ambition & ideals in one’s daily life. WHO defines Mental Health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

Today’s world is like a bullet train, fast changing modern life style has affected physical and mental health a lot. Teachers are main powerful tools for improving quality of education through effective classroom practices. Effective teachers must have good job satisfaction. A committed and effective teacher can work out wonders and in fact, the source of the entire educational system of a nation depends on him.

One Study indicate that Job Satisfaction of male and female teachers working in secondary schools. The result showed that in terms of salary structure, educational qualification, career prospects, job security and gender there is no significant difference between the Job Satisfaction of male and female teachers. Whereas, factors like culture (masculinity-feminity), supervision, physical environment, social environment and social status are significantly different between the Job Satisfaction of male and female teachers. Though female teachers have higher significant mean scores, female teachers opined strongly about femininity which influenced more on their Job
Satisfaction than the male teachers. Female teachers have positive opinion about physical and social environment than the male teachers, because female teachers view that Job Satisfaction is not only linked with nature of job, but is also linked with working environment. To them having a good physical environment as well as getting a harmonious interpersonal relation among colleagues is job satisfaction.

The results of one research reveals that teachers in secondary school with high level of stress had high level of Job Satisfaction.

Agarwal S. C. and Agarwal V. (2009), Conducted Astudy of commitment of teachers in relation to their Job Satisfaction, result reveled that, there was a significant difference between aided and unaided school teachers, whereby the aided school teachers were more satisfied than the unaided school teachers. Saima Siddiqi (2009) investigated, occupational stress and Job Satisfaction among secondary school teachers. It was found that young teachers (25-35 years) had higher level of job stress and less job satisfaction than the middle age teachers (35-45 years), and the late middle age teachers (46-60). It was also found that occupational stress was negatively correlated with job satisfaction. Usmani.S.N and others (2006), Studied that, Teachers Job Satisfaction in relation to their school, the results reveal that, there was a significant difference in the level of Job Satisfaction of teachers of Government and Private Schools, where the Government School Teachers were highly satisfied than the Private school teachers.

Panda Nityanand Pradhan and Senapaty (1996) Studied Job Satisfaction and Mental Health of secondary school teachers working in Government and Private Schools. The results revealed that Mental Health had significant effect on secondary school teachers job satisfaction (F=.0003; P>0.05). The study implies that job satisfaction, which is one of the essential characteristics of an effective teacher, can be enhanced if teachers are mentally healthy.
Many situations or happenings in organizations are latently stressful. This has been reported by Bogg and Coper (1995), Gmelch (1993), Dang & Gupta (1994), Chandrashekhar (1995) and Thakar and Mishra [1999].

Indian researchers have studied in various managerial groups, role stress, mental tension in job relation between job satisfaction and job level, length of service etc. (Singh, 1990).

In various schools and colleges work environment is not similar studies done so far include those on personal variables of teachers, work environment and its effect on the students. But research on the effects of current teaching activities on the mind of teachers has been ignored. It has been accepted that teachers do not work in a constant work environment according to demands of society, and that class room situations are not similar. This is responsible for stress, and strongly affect teacher's life. (Upadhyay and Singh, 1999)