CHAPTER II

REVIEW OF RELATED LITERATURE

“All human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past.”

(Best, 1999)

For progress in any field of life, research is very important. Its constant addition to the vast store of knowledge makes progress possible in all areas of human endeavour. In every research work, it is necessary for the researcher to be familiar with the related literature as it helps in understanding the complexities of the problem in hand. It is universally acknowledged that no work can be meaningfully conceived and soundly accomplished without critically studying what already exists in relation to it in the form of general literature and in the shape of outcomes of specific studies. The study of already established knowledge pertaining to an area enables us to perceive clearly what is already lighted up in that area and what still remains enveloped in darkness. When once we come to know the lighted up and dark portions of an area we can then proceed logically and purposefully provided we have the necessary ability and will to change any segment of its dark portion into a realm of clear knowledge. It is exclusively man’s privilege to go on building up and accumulating knowledge. Over centuries and centuries together man has been building up knowledge either through reflection or through empirical observation. Whatever be the mode of building up knowledge, it is invariably realized that no one can embark upon a new venture in any area of life, without critically acquainting himself with what already exists in the form of knowledge in that area.

The study of related literature goes a great way in equipping the researcher with understanding and knowledge which is necessarily needed to put one’s own problem in a proper perspective and for a valid interpretation of the findings of one’s own research efforts. Best supported the view, ‘Familiarity with literature in any problem area helps
the students to discover what is already known; what others have attempted to find out; what methods to attack have been promising and disappointing and what problem remains to be solved. The study of related literature not only stimulates and encourages the researcher to go deep into various aspects of the problem but also helps in paving the way for understanding the complexities of the problem in hand with the thoughts of eminent researchers and educationists in mind. It helps in framing hypotheses, planning of an adequate research design and insightful interpretation of findings.

The present investigation seeks to establish whether job stress, mental health and locus of control affect life satisfaction of the teachers.

Education is the key to unlock the door to the growth and development of a country. It is responsible for improving the quality of life which reflects the pace of growth and the advancement of the nation. The greatest challenge is to prepare the students, the future of the country, for the change that is inevitable. With the proliferation of institutions of education, maintenance of quality of education is required. No country can progress if it is not proactive in its action, which can come only through learning and education. This demands competent teachers. The role of teachers in today’s climate is complex and demanding. Teachers face competing expectations from government and school system. Unions, parents and the media have frequently been found to display symptoms of Job Stress. The daily interactions with students and co-workers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges which may lead to stress and adversely affect their mental health.

Every society expects a certain code of moral, ethical and social behaviour from the members. As long as an individual comes up to that, he is labelled as mentally sound, but when he transgresses those limits he is considered as mentally ill.

Job stress has become an all pervading feature of modern organizations, involving serious cost both in human and financial terms. An employee’s job role, which is composed of a set of activities to be performed by him, constitutes the most significant part of his job life and is responsible for bringing in maximum amount of job satisfaction or job stress.

Job stress has significant and far reaching effects on employee’s behaviour and adjustment ‘on’ as well as ‘off’ the job. It generates negative emotional responses such
as anxiety, fear, depression, alienation accompanied by cognitive, physiological and behavioural changes resulting in a deterioration in mental health (Rastogi and Kashyap, 2001) or psychological well being of the employees and in turn, adversely affects life satisfaction of the individual. The solutions to the stress do not lie in drug use, instead, social and life situations have to be changed and new techniques have to be adopted to meet the job challenges and have a favourable attitude towards job related factors and life in general. Research on locus of control indicates that internal locus of control is positively associated with job satisfaction (Richard and Fortune, 1985, Shalija, 2000, Kochar and Kheterpal, 2006), increased levels of self esteem, self liking, marital satisfaction and low levels of stress (Clayson and Frost, 1985).

Fully convinced of the need and importance of studying related literature the investigator scanned the available psychological and educational abstracts and other materials relevant to the problem. The studies are given below:

2.1. STUDIES RELATED TO LIFE SATISFACTION

Sunanda (1991) found that life satisfaction was high in the middle aged and among the urban people. Life satisfaction and self acceptance were positively related to extragression, obstacles, dominance behaviour and need persistence reactions. It was found that self acceptance among the aged was positively related to life satisfaction.

Mirakhur (1992) found that females having life satisfaction differed from dissatisfied ones on two life goals i.e. becoming happy and content and helping others in difficulty. Satisfied males differed from the dissatisfied ones on goals of becoming well off financially, being a mature and well adjusted person, keeping up-to-date with political affairs and being a good parent. It was also found that satisfied and dissatisfied females differed on three factors – prestige, religiosity and altruism. In males, the prestige goal distinguished the satisfied and the dissatisfied.

Judge and Watanabe (1993) found that job and life satisfaction were significantly and reciprocally related. The cross-sectional results suggest a relatively strong relationship between job and life satisfaction, but the longitudinal results suggest a weaker
relationship over a 5-yr period, particularly with respect to the effect of job satisfaction on life satisfaction.

Fujita, Diener and Sandvik (1991) in their study found that social resources (i.e. family, friends, access to social services) were predictive of life satisfaction for both men and women but they were more predictive of life satisfaction for women. By contrast, factors more relevant to men’s personal goals such as athleticism, influential connections and authority were found to be related to life satisfaction for men but not for women.

Saxena and Rani (1996) in their study found that (a) non-working women experienced greater life satisfaction as compared to working women and attributed their happiness to home environment (b) perceived happiness was higher among women from nuclear families as compared to those from joint family.

Judge, Locke, Durham, Kluger (1998) studied core self-evaluations, which were hypothesized to comprise self-esteem, generalized self-efficacy, locus of control, and non-neuroticism. Results indicated that core self-evaluations had direct and indirect effects on job and life satisfaction. They also found a statistical and logical relationship among core evaluations, affective disposition, and satisfaction.

Pinquart and Sarenson (2000) revealed that men and women derive satisfaction from different sources. They found that life satisfaction was more highly related to income for men than women.

Demerouti, Bakker, Nachreiner and Schourfel (2000) in their study confirmed the strong effects of job demands and job resources on exhaustion and disengagement respectively, and the mediating role of burnout between the working conditions and life satisfaction.

Hasnain, Shahnawaz, and Sharma (2001) revealed that working husbands of working wives were significantly more satisfied than the working husbands of housewives. Housewives, though insignificantly, were found to be more satisfied than working wives. It was also found that working husbands were significantly more satisfied than housewives and working wives.
Murari and Devi (2003) found that working and non-working women differ significantly in their life satisfaction. Working women are more satisfied in their life than non-working women. However, urban and rural groups do not differ on life satisfaction.

Judge, Bano, Erez and Locke (2005) found that core self evaluation is positively related to good self concordance i.e. individuals with positive self regard are likely to pursue goals for intrinsic and identified reasons. Furthermore, self concordance was found to be related to job satisfaction and life satisfaction.

Bawa and Kumar (2006) found that 22% of convicted women are less satisfied from their life, 49% moderately satisfied and 29% of convicted women have high life satisfaction. It was also found that there exists a significant difference among the convicted women of Punjab, Delhi and U.P. as far as life satisfaction is concerned.

Kjeldstadli, Tyssen, Finset, Hem, Gude, Granvold, Ekeberg and Vaglum (2006) found that medical students were as satisfied as the students in the first year of study but reported less satisfaction in their graduation year. Medical students who sustained high levels of life satisfaction perceived medical school to interfere less with their social and personal life and made use of emotion focused coping.

Das and Satsangi (2007) found no significant difference in the life satisfaction of males and females. It was also found that middle aged adults (between 40-60 years) had significantly higher life satisfaction in comparison to old adults (between 60 – 80 years)

2.1.1. STUDIES RELATED TO LIFE SATISFACTION AND JOB STRESS

Brett (1982) investigated the relationship between job transfer mobility and well-being and found that Mobile Ss (frequently transferred employees) and their wives were more satisfied with their lives, families, and marriages than were stable Ss and their wives; however, mobile Ss and their wives were less satisfied with social relationships.

Linn, Yager, Cope and Leake (1985) compared academic and clinical faculty in terms of health status, job satisfaction, job stress and life satisfaction. It was found that there exists no significant difference between the two groups on job satisfaction, total stress,
anxiety or depression scores. However, academic faculty reported working longer hours taking less vacation time and spending more time in research and teaching but seeing fewer outpatients. Academic physicians experienced more conflict between work and professional life and were burdened by a variety of time pressures and were less satisfied with their finance but experienced fewer recent episodes of physical illness than clinical faculty.

*Maynard* (1993) in the study ‘A comparison of female professional Role Profiles with Occupational Adjustment and Life Satisfaction’ found that as the number of occupational roles increased, life satisfaction scores tended to decrease

*Thakar and Misra* (1995) in the study ‘Correlates of daily hassles among dual career women examined the pattern of daily hassles experienced in relation to perceived social support, control, mental health and life satisfaction of dual career women and housewives. Dual career women reported significantly greater incidence of daily hassles but displayed a greater degree of life satisfaction than did housewives.

*Preedassak* (1997) studied the effect of well being and school organizational climate on job satisfaction of teachers in private general education schools (PGES) of Thailand and found that the teachers of PGES who have high well-being and worked in favourable school organizational climate were more satisfied with the job.

*Elaine* (1999) found that a) there exists negative relationship between life satisfaction and stress i.e. lack of life or job satisfaction increased vocational teachers’ stress. b) Stress increased as vocational teachers locus of control moved toward the external realm. c) Vocational teachers experiencing illness symptoms reported greater stress. d) Vocational teachers having least preparation in their teaching roles suffered the greatest amount of job related stress.

*Annapurna and Goyanka* (1998) in the study ‘A Study of Job Satisfaction and Life Satisfaction among early and middle aged adults found that job satisfaction was influenced by life satisfaction.

*Adams* (1999) found that role preparedness, life satisfaction, job satisfaction, illness symptoms, locus of control and self esteem are internal characteristics that influence
vocational teacher’s stress. Stress increased as vocational teachers locus of control moved towards the external realm. Vocational teachers having least amount of preparation in their teaching roles suffered the greatest amount of job related stress.

Eichinger (2000) found that for female special educators, a balanced social role orientation (expressive, instrumental, balanced and undifferentiated) 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.

Male and Male (2003) investigated workload, job satisfaction and perceptions of role preparation of Principal Educational Psychologists (PEPs). Results indicated that PEPs have a generally positive attitude to the profession and express overall job satisfaction. PEPs managing large and/or complex services expressed greater overall job satisfaction and greater satisfaction with role clarity than PEPs managing small and/or compact services. There were indications that less experienced PEPs are more satisfied with aspects of their work than more experienced PEPs and have more positive attitudes to the profession. Less experienced PEPs also felt better prepared for certain aspects of the job. Despite the overall satisfaction, PEPs found the job stressful and were particularly dissatisfied with time constraints relating to administration.

S.R.L.M. and Devi (2006) revealed that among the three categories of women - lawyers, engineers and clerks the ratio of stress was more than satisfaction in role performance.

Lian, Lin. and Wu (2007) found that the job stress has negative effect on life satisfaction whereas job satisfaction has positive effect on life satisfaction. It was also found that job stress has negative effects on job satisfaction. Furthermore, managerial IS employees tend to have significantly higher degree of job and life satisfaction than their technical employees.

Macky and Boxall (2008) found that greater experience of high-involvement processes is associated with higher satisfaction. To a lesser extent, there are also better outcomes in terms of job-induced stress, fatigue and work—life imbalance. However, in situations where pressures to work longer hours are higher, where employees feel overloaded and where managers place stronger demands on personal time, employees are likely to experience greater dissatisfaction with their jobs, higher stress and fatigue, and greater...
work—life imbalance. Increasing the availability of work—life balance policies for employees was not found to ameliorate these relationships. The study implies that organizations that can foster smarter working without undue pressures to work harder are likely to enhance employee well-being.

2.1.2. STUDIES RELATED TO LIFE SATISFACTION AND MENTAL HEALTH

Lubin and Rubio (1985) studied “Strain producing aspects of life events and found significant relationship between life events, depression and general psychological distress.

Young (2004) in the study “Factors predicting Overall Life Satisfaction for people with long term Mental Illness Factors” found that three factors – number of hospitalization, perceived sense of freedom and social support could explain about one third of the variance in overall life satisfaction.

Mathur and Bhatnagar (2004) revealed that the stressful life events of lifetime and past one year were significantly different among deserted women in both the age groups i.e. 20 – 35 years and 35 – 50 years. Both the groups had ill physical and mental health.

2.1.3. STUDIES RELATED TO LIFE SATISFACTION AND LOCUS OF CONTROL

Gerrard, Reznikoff and Riklan (1982) studied the relationship of the level of aspiration disparity score to life satisfaction and locus of control in two groups of aged individuals, the young-old (ages 60 to 69) and the old-old (ages 70-79) and found that a positive disparity score is associated with increased life satisfaction and a more internal locus of control.

Clayson and Frost (1985) found internal locus of control and increased levels of self esteem, self liking, satisfaction and more conservative orientation to be related to levels of low stress.
Hickson (1988) found strong gender and locus of control effect for life satisfaction. For death anxiety, found strong gender effect and significant interaction between locus of control and age.

Hong and Giannakopoulos (1994) examined the predictive values of self-esteem, depression, locus of control, trait anger, religiosity, psychological reactance, and age in relation to life satisfaction of the adult Australians between 17 and 40 years old. Results showed that all but psychological reactance were significant predictors of life satisfaction. In the stepwise analysis, self-esteem, depression, trait anger, locus of control, and religiosity were significant and together accounted for 26.3% of the total variance of life satisfaction.

Ash, C. and Huebner, E.S. (2001) explored demographic, environmental and personality correlates of adolescents' positive life satisfaction reports. It was found (1) Demographic variables except socio-economic status did not relate to life satisfaction. (2) acute events and chronic life experiences both positive and negative are related significantly to life satisfaction. (3) Locus of control attributions mediate the relationship between negative life events and chronic stresses and life satisfaction.

### 2.2. STUDIES RELATED TO JOB STRESS

Leigh, Lucas and Woodman (1988) examined the impact of two perceived organizational indicants-psychological climate and perceptions of the management control system-on the relationships of role conflict and ambiguity with job satisfaction and intentions to change jobs. It was determined that these two perceived organizational factors predominantly accounted for the shared variability inherent in the relationships considered and in certain instances resulted in a change in the direction of the correlation. In particular, the relationships of role conflict and ambiguity with pay and promotion satisfaction and with turnover intentions were the most heavily affected ones. The relationships of role ambiguity with overall satisfaction and with work itself were also affected.
Borg and Falzon (1989) revealed significant negative correlation between self-reported teacher stress and job satisfaction and between teacher stress and intention to take up a teaching career a second time. It was also found that length of teaching experience and age group taught are the moderators of teacher stress while sex and age-group taught proved to be moderators of job satisfaction.

Tharakan (1992) found that significant relationship exists between Job Stress and job satisfaction. It was also found that the professional / working women experienced greater work related stress than non – professional women.

Sudhira (1994) found that 1. The physical education teachers working in different management schools differed significantly on their job stress. 2. The physical education teacher working in private and semi govt. schools had significantly higher job stress as compared to those who were working in govt. schools. 3. Among them the private school teachers had higher job stress. They were found to be different significantly. 4. Physical education teachers working in private. schools had significantly higher job dissatisfaction as compared to teachers working in semi. govt. and govt. schools.

Kapur (1995) found that there exists a significant relationship between teacher’s job attitude (i.e. role clarity, job challenge, intrinsic job satisfaction, extrinsic job satisfaction, social satisfaction and internal work motivation) and organizational effectiveness; job attitude and principal’s leadership styles, job attitudes and social norms, job attitude and organizational culture in both the samples of India and USA.

Bhatt (1997) found that teacher’s job stress was highly significantly negatively associated with their job involvement; highly significantly positively correlated with teacher’s job satisfaction. Four factors of job stress were significantly negatively correlated with their overall job satisfaction. There existed a significant negative partial correlation with the overall teachers job stress and their job involvement but there was a negative insignificant partial correlation between job stress and job satisfaction.

Rama Devi (1997) found that

1. working women were subjected to stress in their physical, psychological, emotional, vocational and social aspects.

52
problems of stress in working women – occupational and social problems – were contributing a large amount of stress when compared to others.

the stress experienced by working women belonged to various occupational groups and they were significantly different from one another.

Aggarwal (1998) found that technical staff and field staff including inspectors have higher level of job stress. In comparison to office staff and depot management, depot management is having least job stress. Analysis of the information gathered through interview showed that lack of sufficient staff, and lack of participation in the solution of day to day problems are the mediators of job stress in the subordinate staff and good informal relations and cooperation among themselves are the modifiers of the felt stress at work.

Mohan and Khulbe (1998) found relationship between Job Stress and managerial effectiveness in managers belonging to public and private sectors. It was found that there exists inverse relation between job stress and managerial effectiveness among the managers of public sector i.e. increase in job stress leads to decrease or lesser managerial effectiveness.

Singh and Arora (1998) in their study found that there exists a significant negative relationship between job stress scores and all types of social support except expected social companion support i.e. nurses with high social support perceived less job stress. Further, it was found that those who perceived high support from in laws and colleagues reported less job stress.

Barkat and Parveen (1999) found that female bank managers scored significantly higher than female university teachers on all the ten dimensions of organizational role stress namely inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self role distance, role ambiguity and resource inadequacy.

Gaur, Shubhra and Dhawan (2000) investigated the relationship between work-related stressors and adaptation pattern among women professionals (age 25 – 55 years) – teachers, doctors, bank officers and bureaucrats. It was found that women in all the four
professions reported moderate work-related stress but differed on two dimensions i.e. career development and stressors specific to working women.

Ghosh (2000) found that, in general, both the groups – physicians and executives – were within the normal range of job stress, though the executives experienced more job stress than physicians. It was observed that executives differed significantly from physicians in terms of role insufficiency and responsibility indicating that there was a poor fit between their skills and the jobs they were performing.

Tubre and Collins (2000) conducted a meta-analysis of correlations between role ambiguity and job performance and role conflict and job performance. Previous meta-analyses of these role constructs and performance relationships revealed a negative relationship between role ambiguity and job performance with moderating influences due to job type and rating source. A negligible relationship was observed for role conflict and job performance, a finding consistent across job types and rating sources. Conclusions were that role ambiguity ought not to be dismissed as an unimportant variable in the job performance domain.


Desai, Daftaur and Chittranjan (2002) found that significant difference exists in the perception of high and low stress groups on some aspects relating to the objectives of performance appraisal (basic trust and aims of Performance Appraisal, clarity, priority and acceptance of the targets of Performance Appraisal and satisfaction of respondents about the method of determining targets/objectives for individual employees). The high stress group viewed the situation more negatively and was dissatisfied with the manner in which personality traits and skills were judged by appraisers.

Fried, Slowik, Shaperling, Franz, David Avital and Yeverechyahu (2003) in a longitudinal field study investigated the moderating influence of job security on the effect of role clarity on employee performance. It was found that job performance increased over time under higher levels of role clarity. Moreover, this increase in performance was
maximized when both role clarity and job security were high, while deterioration in performance was greatest when role clarity was low and job security was high.

Koteswari and Allam (2005) revealed that most of the managers experienced high level of job stress. It was also found that younger and less experienced managers have more job stress than the older age group of managers.

Mukherji and Singh (2006) found that job stress affects job involvement in an inverse manner i.e. higher the level of Job Stress, lower the amount of job involvement. It was also found that job involvement level of senior ranking executives was much higher than middle ranking and frontline executives.

Forsyth and Polzer-Debruyne (2007) studied the perceptions of the extent of work–life balance support provided by their employer. Causal statistical analysis indicated the impact of these perceptions on employees' reported leaving intention and job performance. Employees' perception that employers were providing help to assist work–life balance improved job satisfaction and reduced work pressure.

2.2.1. STUDIES RELATED TO JOB STRESS AND MENTAL HEALTH

Dilworth (1985) in her study, “Job Stress and School Administrator” found that the stress symptoms reported by 98% of the sample were: primary tenseness, anger, worry, anxiety and job dissatisfaction. She concluded that administrators were affected by stress and variables – age, sex, race, job context, personal style and predisposition. Health assessment and physical and psychological fitness were critical concerns in the management of stress.

Yoash, et.al (1987) studied ‘Relationship between work commitment and experiences of personal well- being’ and found that work related commitments, and particularly organizational and job commitments were related to feelings of personal well being as indicated by the experiences of general life satisfaction and self esteem and by the absence of effective psychiatric symptoms. The higher the commitment to work, the greater is the feeling of personal well being.
Rahman (1989) examined the relationship between job stress, job satisfaction and mental health, and attempted to assess the effects of job stress on different parameters of satisfaction and mental health in the context of two groups of Bangladeshi factory workers: 'high stress' group and 'low stress' group. The results showed that a greater number of high stress subjects were dissatisfied and had poorer mental health than low stress subjects. The results also showed that low stress subjects were significantly more satisfied and possessed better mental health than the high stress subjects.

Mohapatra (1992) conducted a study 'Job Stress, Mental Health and Coping: A Study on Professionals' found that the three professional groups i.e. lawyers, doctors and police officers differed significantly on job stress dimensions. He further found that the lawyers and police officers differed on general unhappiness and feelings of vulnerability. The doctors and the police officers did not differ on mental health dimensions. The lawyers and doctors differed in the degree of mental health.

Mohanty (1992) found that private sector executives, in general, experienced greater job stress, mental health problems and perceived greater organizational support than public sector executives. Within the private sector, middle line executives experienced greater unhappiness, lack of significance and mental health problems than front line executives.

Singh (1995) found that there exists negative significant correlation between job satisfaction and anxiety. It was further found that significant positive correlation exists between job satisfaction and well being.

Panda, Pradhan and Senpaty (1996) studied the interactional effect of mental health on job satisfaction and found that mentally healthy secondary school teachers were significantly more satisfied with their job as compared to mentally unhealthy teachers.

Singh (1996) found that urban high school married teachers posted in schools with age between 421 to 540 months having female principal were found to be more dedicated and committed towards their job and less frustrated, alienated as compared to rural high school teachers. Male teachers were found to be less dedicated and committed but no significant differences were observed on all measures of teacher burnout with various lengths of service of teachers and their educational qualifications. Teachers working in
advanced districts were found to be less dedicated and committed towards their job, more frustrated and alienated as compared to teachers posted in backward district.

Baroun, Rahman and Sen (1999) conducted a study on two groups – self paced repetitive and non-repetitive workers. The results showed that both the groups have significantly high job stress and low job satisfaction but self-paced repetitive workers described the job more unfavourably than the non-repetitive workers. Moreover, mental health, subjective assessment of health and self-esteem at work were poorer for self paced repetitive workers than the non-repetitive workers.

Rastogi and Kashyap (2001), investigated Job Stress and mental health of working women in teaching, nursing and clerical profession. It was found that there was higher job stress and poor mental health among nurses as compared to other two professional groups. A negative relationship between Job Stress and mental health was observed among women employed in different professions.

Sharma, Asha, Yadava (2001) assessed the impact of job stress on mental health of women and found that moderate job stress group (job requiring approx. 4 hours per day) was less prone to psychological depression, manifested least symptoms of neurotic disorders and had better mental health as compared to low (non working) or high job stress group (job requiring approx. 8 hours or more per day).

Kum Tang, Tung Au, Schwarzer, Schmitz (2001) examined the mental health outcomes of job stress among Chinese teachers in Hong Kong and found that stress resource factors of self-efficacy and proactive attitude were negatively related to burnout, which in turn had a direct effect on negative mental health. Stress resource factors were also directly linked to mental health status of teachers.

2.2.2. STUDIES RELATED TO JOB STRESS AND LOCUS OF CONTROL

Cooper (1987) studied differences in stress appraisal and psychological strain within occupation of police work. The findings indicated that three factors defined the job events rated for perceived stress-physical / psychological threat, internal stressors and external stressors. Low job satisfaction and high tedium / burnout were related to each other. Low
job satisfaction, more feelings of time pressure, more appraisal of external stressors and a more external locus of control, predicted burnout and tedium.

Richard and Fortune (1985) reported that internality was positively associated with job satisfaction and non manipulative behavior.

Shailja (2003) revealed that locus of control affects the job satisfaction of teachers. People identified as having internal locus of control believed that job performance and such work related rewards as pay and promotion were under their personal control dependent on their own behaviour abilities and efforts. People with external locus of control believed that life events in and out of the work place as beyond their control dependent on such outside factors as luck, chance or whether the head liked them.

Kochar and Khetarpal (2006) found that teachers who are satisfied with their jobs have an internal locus of control. The permanent and temporary college teachers differ significantly with respect to internal and external control as they have different job conditions. The permanent teachers have a higher internal locus of control, have a higher job security, less stress as compared to the temporary staff.

2.3. STUDIES RELATED TO MENTAL HEALTH

Chaudhry and Bajaj (1994) found that adolescents staying with parents at home have better mental health and high level of emotional maturity as compared to their counterparts staying at the orphanage.

Reddy, Vishwanath and Nagrathanamma (1994) found that the three groups of subjects - low school environment group, moderate school environment group and high school environment group- differed significantly among themselves with regard to their mental health assets, liabilities and mental health status scores. It was also found that the perceived low school environment group and moderate school environment group did not differ in assets but in liabilities and mental health status it differed significantly. However, the moderate and high school environment groups did not differ significantly on mental health status.
Pandey and Pandey (1995) found that there was a significant and positive correlation between each of the dimensions of decision making and mental health. It was also found that there exists a difference between the mean scores on mental health with high and low decision-making capacity.

Vani (1995) revealed that girls had better mental health status as compared to boys. Mental health status of boys of unisex schools was low as compared to that of the boys of co-education schools. However, there was no significant difference in the mental health status of unisex and co-educational schools. It was also found that mental health status of Class X students was low as compared to Class IX students.

Aminbhavi, Vijayalaxmi (1996) found that the mental health scores of adults before and after training in Yoga differed significantly very high from each other.

Dhawan (1996) studied mental health of prospective secondary school teachers and found significant relationship between mental health and attitude towards teaching profession.

Tickoo and Jagdish (1997) found that achievement motivation was positively related to all the dimensions of mental health except perception of reality and environment mastery.

Jagdish and Yadav (1999) revealed that home deprivation was negatively associated with self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude, environment mastery and overall mental health.

Vijaylaxmi, Aminabhavi and Kulkarni (2000) found that working women have significantly sound mental health than housewives. Further, it was found that factors such as age, type of family and having children / not having children do not influence the mental health of women.

Sirohi (2002) found that Hindu boys have higher scholastic mental capacity, are more mature emotionally as compared to Muslim boys. It was found that Christian adolescent boys have poor mental health but stronger faith in religion as compared to Hindu boys. However, Christian boys were found to be inferior to Muslim boys on mental health.

Rati and Chandwanshi (2002) in the study ‘Assessment of Anxiety level and Mental Health status’ in spouses and children of day working and shift working men found that
spouses of shift working men obtained lower mental health rating as compared to the spouses of day workers.

Akhani, Rathi and Nath (2003) found that there exists no significant difference between mental health of the two groups-hostellers and day scholars. It was found that personal values of health and mental health are positively correlated among day scholars i.e. day scholars who have high personal value of health have high mental health.

Madnavat, Bhardwas and Kachhawa (2007) found that life skills and gender creates a significant effect on physical well being, value and creativity, emotions, relations, life management and coping. It was also found that there is no significant effect of life skills and gender on psychological well-being and total physical being.

2.3.1. STUDIES RELATED TO MENTAL HEALTH AND LOCUS OF CONTROL

Burger (1984) studied locus of control and proneness to depression. Results indicate that locus of control scores, particularly the extent to which subjects perceived that their lives were controlled by chance, were significantly related to depression levels.

Kamau (1992) found that male teachers were emotionally over extended, exhausted, internally controlled, anxious, callous towards students and professionally accomplished but less capable of establishing constructive relationship; however they were more capable of coping with stress than female teachers. It was also found that urban teachers were less emotional, less satisfied, more internally controlled, anxious and had a low level of mental health. Government School teachers, trained, married and with internal control were more concerned with well being, were less anxious, less emotionally over extended and more competent than their counterparts.

Kothari (1993) found that 1. The internals differed significantly from externals in their anxiety. 2. The externals were more anxious than internals. 3. The internals differed significantly from externals on their achievement motivation i.e. the internals were significantly highly achievement motivated than externals.

Rai and Gupta (1996) found that (1) the interaction between levels of anxiety and types of locus of control was found to be non-significant, (2) the interaction between levels of
self concept and types of locus of control of the students was found to have no significant
effect upon their creativity. (3) The conjoint effect of levels of anxiety, levels of self
concept, locus of control was found to be insignificant upon all the variables.

Rai (1996) in the study ‘Anxiety, Self-Concept and Locus of control in relation to
creativity’ found that students with internal locus of control had more figural fluency,
figural originality, figural elaboration, verbal originality and total verbal creativity than
those students possessing external locus of control. The interaction effect of anxiety and
self -concept was found to be significant on the variable of figural creativity, figural
flexibility, figural originality, figural elaboration and verbal originality.

Ratha and Chaudhary (1996) found that children with some disadvantages which
include destitute children are likely to have poor mental health, inadequate self image and
external locus of control.

Karayurt and Dicle (2008) explored the relationship between locus of control (LOC)
and mental health status of students and found that there was a significant, positive,
moderate relationship between the general health and LOC scores. First- and second-year
students had lower internal LOC and were at higher risk of mental health problems,
compared to third- and fourth-year students, suggesting that they require increased
support from faculty staff as they make the transition from school to university and adopt
a new style of learning.

2.4. STUDIES RELATED TO LOCUS OF CONTROL

Pandey (1993) in the study ‘Locus of Control and Self Esteem ’found that internally
controlled group possessed higher self- esteem than externals.

Shukla (1994) found that internal and external control (female students) did not affect
the attribution process. It was further found that there was no significant difference in all
the attribution categories having internal and external control (male subjects). Locus of
control showed that male and female subjects did not affect the attribution process in the
same pattern.
Singh and Tripathi (1994) found that there exists difference in motivation and performance score of internally and externally controlled subjects. Externally controlled subjects performed better than internally controlled subjects under three conditions – reward, feedback and no reward. It was also found that the internally controlled and the externally controlled subjects did not differ on all the measures except between the performance scored on experimental task which was statistically significant.

Geetha and Karunanidhi (1995) found that no significant correlation exists between religious attitude and locus of control; achievement motivation and locus of control. However, significant difference exists among the different religious groups in terms of religious attitude and achievement motivation except on locus of control.

Kaur (1996) studied and compared the locus of control of destitute adolescents and adolescents from intact families. She found that there exists no significant difference between destitute adolescents and adolescents from intact families. Both the groups were internally oriented. It was found that there exists negative and non-significant relationship between locus of control and total adjustment. However, there exists positive and non-significant relationship between self-concept and locus of control.

Sangeeta (1997) found no significant difference in learning style preferences of gifted high school students with internal and external locus of control. Both the groups seemed to have similar preference for flexible vs. non – flexible, visual vs. aural, field independent vs. field dependent, short attention span vs. long attention span, motivation centered vs. motivation non-centered, individualistic vs. non-individualistic and environment oriented vs. environment free learning styles.

Kumari (1997) found that learning style preferences of socio – economically advantaged and disadvantaged adolescent students were not associated to their locus of control.

Sharma and Gupta (1997) found that (1) there exists a significant difference between Locus of Control of adolescent boys and girls (2) adolescents of working mothers show more internal locus of control irrespective of sex of the child (3) students from lower socio – economic status schools are in the external group (4) in nuclear families and where mothers are working internality is predominant.
Rani (1999) revealed that all the three independent variables – personality factor (Q1) locus of control and creativity-fluency interacted moderately significantly with the task performance of girls. It was found that adolescents having internal locus of control had higher scores on performance than adolescents having external locus of control. The interactional effects of personality factor (Q1), locus of control as well as personality factor Q1 and creativity – fluency showed a moderate significant effect with task performance of female students whereas interaction between locus of control and creativity was found to be non-significant. However, the interactional effect of personality factor Q1, locus of control and creativity (fluency) was found to be insignificant on the task performance of girl students.

Labelle and Lachance (2003) evaluated the role of locus of control and academic efficacy in the thought of life and death and found that male students did not differ from their female counterparts on any of the variable i.e. locus of control and academic efficacy.

Verma and Upadhyay (2006) in the study ‘Achievement Motivation as a function of Locus of Control: A cross gender study of students’ found that the female students had higher achievement motivation in comparison to male students. Impact of interaction of gender and locus of control on achievement motivation was not found significant. The effect of locus of control on achievement motivation was not significant.

2.5. TRENDS

The trends depicted in the above studies indicate that life satisfaction results from the job satisfaction, personal and psychological well-being, occupational adjustments, job security, internal locus of control, low stress, self esteem and length of stay on job, financial status, social support and self acceptance. Dissatisfaction in life results from job stress, high levels of burnout, lack of teachers preparation, illness symptoms, stressful life events, and external locus of control orientation. Demographic variables associated with life satisfaction include type of school, sex, place of residence, marital status, number of years on job.
2.6. CONCLUSION

From the above reported studies it seems that life satisfaction is linked up with job stress, mental health and locus of control and thus the present investigation aims to find out if there exists a relationship between the independent variables Job Stress, Mental Health and Locus of Control and the dependent variable Life Satisfaction.

LIFE SATISFACTION, JOB STRESS, MENTAL HEALTH AND LOCUS OF CONTROL – AN INTERLOCK

Life satisfaction is related to better physical (Veenhoven, 1991) and mental health (Beutell, 2006), longevity and other outcomes that are considered positive in nature. Occupational adjustment is related to well being (Singh, 1995). Job involvement correlated with teachers job satisfaction (Bhatt, 1997), Job Satisfaction is associated with life satisfaction (Rain, Lane and Steiner 1991). Decrease in job satisfaction and subsequent poor performance is linked to Job Stress and burnout (Cunningham, 1983; Savery and Detuik, 1986; O’Connor and Clarke 1990). Stressful events in the workers life have linking with external locus of control orientation (Cooper, 1987); low levels of stress relate to internal locus of control (Kochhar and Khetarpal, 2006; Clayson and Frost, 1985). Teacher stress is related to psychological illness (Landsmann, 1979) and increases susceptibility to illness (Blase’s 1986) Higher stress levels are associated with poor mental health (Rastogi, Kashyap, 2001) Mental Health is related to job satisfaction (Pandaa, Pradhan and Senpaty, 1996) Lack of life satisfaction and job satisfaction increased teachers stress (Adams, 1999) Locus of Control is a characteristic bearing a strong correlation with teacher stress (Fielding and Gall, 1982; Haplin, Harris and Haplin, 1985) Role preparedness, job satisfaction, life satisfaction illness symptoms, locus of control and self esteem tend to influence teacher stress (Burke et al., 1996, Fimian, 1982, Fimian and Santoro, 1983; Terry, 1997; Adam, 1999).
2.7. HYPOTHESES

The following hypotheses were formulated after seeing the trends in the related literature

H.1.1 There exists a significant relationship between Life Satisfaction and ‘Role Overload’ dimension of Job Stress of elementary school teachers.

H.1.2 There exists a significant relationship between Life Satisfaction and ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers.

H.1.3 There exists a significant relationship between Life Satisfaction and ‘Role Conflict’ dimension of Job Stress of elementary school teachers.

H.1.4 There exists a significant relationship between Life Satisfaction and ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers.

H.1.5 There exists a significant relationship between Life Satisfaction and ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers.

H.1.6 There exists a significant relationship between Life Satisfaction and ‘Underparticipation’ dimension of Job Stress of elementary school teachers.

H.1.7 There exists a significant relationship between Life Satisfaction and ‘Powerlessness’ dimension of Job Stress of elementary school teachers.

H.1.8 There exists a significant relationship between Life Satisfaction and ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers.

H.1.9 There exists a significant relationship between Life Satisfaction and ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers.

H.1.10 There exists a significant relationship between Life Satisfaction and ‘Low Status’ dimension of Job Stress of elementary school teachers.

H.1.11 There exists a significant relationship between Life Satisfaction and ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers.

H.1.12 There exists a significant relationship between Life Satisfaction and ‘Unprofitability’ dimension of Job Stress of elementary school teachers.

H.1.13 There exists a significant relationship between Life Satisfaction and Job Stress of elementary school teachers.
H.2.1. There exists a significant relationship between Life Satisfaction and 'Personal Well being' dimension of Mental Health of elementary school teachers.

H.2.2. There exists a significant relationship between Life Satisfaction and 'Anxiety Factor' dimension of Mental Health of elementary school teachers.

H.2.3. There exists a significant relationship between Life Satisfaction and 'Disabling Symptoms' dimension of Mental Health of elementary school teachers.

H.2.4. There exists a significant relationship between Life Satisfaction and 'Capacity to establish Constructive Relationships' dimension of Mental Health of elementary school teachers.

H.2.5. There exists a significant relationship between Life Satisfaction and 'Capacity to cope with Ordinary Demands and Stresses of Life' dimension of Mental Health of elementary school teachers.

H.2.6. There exists a significant relationship between Life Satisfaction and Mental Health of elementary school teachers.

H.3. There exists a significant relationship between Life satisfaction and Locus of control of elementary school teachers.

H.4.1. There exists a significant difference between male and female elementary school teachers on the variable of Life Satisfaction.

H.4.2. There exists a significant difference between male and female elementary school teachers on the variable of Job Stress.

H.4.3. There exists a significant difference between male and female elementary school teachers on the variable of Mental Health.

H.4.4. There exists a significant difference between male and female elementary school teachers on the variable of Locus of Control.

H.5.1. There exists a significant difference between rural and urban elementary school teachers on the variable of Life Satisfaction.

H.5.2. There exists a significant difference between rural and urban elementary school teachers on the variable of Job Stress.

H.5.3. There exists a significant difference between rural and urban elementary school teachers on the variable of Mental Health.
H.5.4 There exists a significant difference between rural and urban elementary school teachers on the variable of Locus of Control.

H.6.1 There exists a significant difference between married and unmarried elementary school teachers on the variable of Life Satisfaction.

H.6.2 There exists a significant difference between married and unmarried elementary school teachers on the variable of Job Stress.

H.6.3 There exists a significant difference between married and unmarried elementary school teachers on the variable of Mental Health.

H.6.4 There exists a significant difference between married and unmarried elementary school teachers on the variable of Locus of Control.

H.7.1 There exists a significant difference between govt. and private elementary school teachers on the variable of Life Satisfaction.

H.7.2 There exists a significant difference between govt. and private elementary school teachers on the variable of Job Stress.

H.7.3 There exists a significant difference between govt. and private elementary school teachers on the variable of Mental Health.

H.7.4 There exists a significant difference between govt. and private elementary school teachers on the variable of Locus of Control.

H.8.1 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience.
- 0-9 years and 20-29 years of teaching experience.
- 10-19 years and 20-29 years of teaching experience on the variable of Life Satisfaction.

H.8.2 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience.
- 0-9 years and 20-29 years of teaching experience.
- 10-19 years and 20-29 years of teaching experience on the variable of Job Stress.
H.8.3 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience.
- 0-9 years and 20-29 years of teaching experience.
- 10-19 years and 20-29 years of teaching experience on the variable of Mental Health.

H.8.4 There exists a significant difference between elementary school teachers with
- 0-9 years and 10-19 years of teaching experience.
- 0-9 years and 20-29 years of teaching experience.
- 10-19 years and 20-29 years of teaching experience on the variable of Locus of Control.

H.9.1 There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Overload’ dimension of Job Stress of elementary school teachers.

H.9.2. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Ambiguity’ dimension of Job Stress of elementary school teachers.

H.9.3. There exists a significant difference in Life Satisfaction of low and high groups on ‘Role Conflict’ dimension of Job Stress of elementary school teachers.

H.9.4. There exists a significant difference in Life Satisfaction of low and high groups on ‘Unreasonable Group and Political Pressure’ dimension of Job Stress of elementary school teachers.

H.9.5. There exists a significant difference in Life Satisfaction of low and high groups on ‘Responsibility for Persons’ dimension of Job Stress of elementary school teachers.

H.9.6. There exists a significant difference in Life Satisfaction of low and high groups on ‘Under participation’ dimension of Job Stress of elementary school teachers.

H.9.7. There exists a significant difference in Life Satisfaction of low and high groups on ‘Powerlessness’ dimension of Job Stress of elementary school teachers.

H.9.8. There exists a significant difference in Life Satisfaction of low and high groups on ‘Poor peer Relations’ dimension of Job Stress of elementary school teachers.

H.9.9. There exists a significant difference in Life Satisfaction of low and high groups on ‘Intrinsic Impoverishment’ dimension of Job Stress of elementary school teachers.
H.9.10 There exists a significant difference in Life Satisfaction of low and high groups on 'Low Status' dimension of Job Stress of elementary school teachers.

H.9.11 There exists a significant difference in Life Satisfaction of low and high groups on ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers.

H.9.12 There exists a significant difference in Life Satisfaction of low and high groups on ‘Unprofitability’ dimension of Job Stress of elementary school teachers.

H.9.13 There exists a significant difference in Life Satisfaction of low and high groups on ‘Strenuous Working Conditions’ dimension of Job Stress of elementary school teachers.

H.10.1. There exists a significant difference in Life Satisfaction of low and high groups on ‘Personal Well being’ dimension of Mental Health of elementary school teachers.

H.10.2. There exists a significant difference in Life Satisfaction of low and high groups on ‘Anxiety Factor’ dimension of Mental Health of elementary school teachers.

H.10.3. There exists a significant difference in Life Satisfaction of low and high groups on ‘Disabling Symptoms’ dimension of Mental Health of elementary school teachers.

H.10.4. There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to establish Constructive Relationships’ dimension of Mental Health of elementary school teachers.

H.10.5. There exists a significant difference in Life Satisfaction of low and high groups on ‘Capacity to cope with Ordinary Demands and Stresses of Life’ dimension of Mental Health of elementary school teachers.

H.10.6. There exists a significant difference in Life Satisfaction of low and high groups of Mental Health of elementary school teachers.

H.11. There exists a significant difference in Life Satisfaction of internally and externally controlled elementary school teachers.
2.9. SCHEME OF CHAPTERS

Chapter I  INTRODUCTION
Conceptual framework of Life Satisfaction, Job Stress, Mental Health and Locus of Control
Rationale of the study
Statement of the problem
Operational definitions
Objectives of the study
Delimitations of the study
Organization of research report

Chapter II  REVIEW OF RELATED LITERATURE
Studies related to Life Satisfaction
Studies related to Life Satisfaction and Job Stress
Studies related to Life Satisfaction and Mental Health
Studies related to Life Satisfaction and Locus of Control
Studies related to Job Stress
Studies related to Job Stress and Mental Health
Studies related to Job Stress and Locus of Control
Studies related to Mental Health
Studies related to Locus of Control
Studies related to Mental Health and Locus of Control
Present study in context to previous researches
Hypotheses
Chapter III METHOD AND PROCEDURE

Research Design

Sample Design

Tools employed

- Job Stress Index by Dr. A.K. Srivastva and A.P. Singh (1984)
- Teacher’s Mental Health Scale by Catherine Wanjiku Kaman and Asha Gupta (1994)
- Rotters Internal – External Scale by J.B. Rotter (1966)

Collection of data

Statistical techniques used for Analysis of Data

Chapter IV ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Interpretation of Data

Chapter V SUMMARY, CONCLUSIONS AND SUGGESTIONS

Restatement of the problem

Procedure used

Major findings

- Conclusions based on Descriptive Analysis
- Conclusions based on Differential Analysis
- Conclusions based on Correlational Analysis

Recommendations

Suggestions for further research.

BIBLIOGRAPHY

APPENDICES