CHAPTER - II

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Considerable research work has been done in the last few decades to explore the field of mental health as is evidenced by the research reviews undertaken by White (1989). "Studies of the mental health of teachers" writes Norman Fenton (1946), "show varying results, and opinions vary still more widely, but at least some studies indicate that the mental health of teachers is slightly above that of the average population.


Feiton, and Hicks, F.R., (1934) found that 20 percent of the teachers in their sample of 600 teachers of the colleges are maladjusted and it is pity to note that hardly one in 100 could say that he has genuine love for teaching.
Dutt, N.K., (1966) studied the psychological and educational implications of the concept of mental health in Indian thought. The purpose was to study the relationship between other worldliness, self surrender and mental health. He found that only very few people with strong attitudes have less anxiety. Another finding was that women are found to be more anxious and seem to have stronger attitudes towards other worldliness and self surrender than men.

Varma, V., (1968) found the main cause of failure as given by the whole group was physical illness and ill-health. Mental worry was another cause of failure as given by the failed student group. The failed group was less adjusted than the normal group, girls were more adjusted than boys; and quite a large number of the failed suffered from tension, anxiety and mental conflicts.

Wig, N.N., and Nagpal, R.N., (1970) found that the scores of the successful and unsuccessful groups of failing university students were significantly different on physical distress scale. The two groups were significantly different on mental health score. The differences were marked in areas, namely, school adjustment, college adjustment followed by the areas of social adjustment and neurotic traits in childhood.

Wig, N.N., and Nagpal, R.N., (1971) conducted a second study on mental health and academic achievement and concluded that the comparative scores of successful and unsuccessful students were significantly different on mental health scale, failure group was having a high mean score than the control group.
Pareekh, U., and Rao, T.V., (1971) found in the study of mental health of students and teachers behaviour that pupils were fairly well adjusted with regard to parents and home but adjustment levels with peers, teachers, school and other general areas were positive though not very high particularly in adjustment towards school. When faced with frustrating situations they had more extra punitive and ego defensive reactions.

Mathur, S.S., (1972) found that the main causes of frustration, mental conflicts which affect the mental health of a private aided school teachers are: inadequate salaries; no interest in work; no security of tenure; autocratic management; autocratic supervision; bad family conditions and too many restrictions on their activities.

Bhan,R.N., (1972) found that security/insecurity was a stable characteristic of personality and was caused by a long standing factors which affected from early childhood. Deterioration was there in interest as a function of insecure mental health during and after the period of certain academic specialization in outdoor and physical activities and the interests which did not deteriorate were scientific literary and domestic in case of incourse group and vice-versa in case of after course group.

Jayaswal, V.K., (1977) found anxiety on the whole was negatively correlated with creativity and its factors. There was no significant relationship between anxiety and creativity in the female sample but anxiety had negative and significant correlation with creativity in the male sample.
Nathawat, S.S., (1977) found in the study of creativity in relation to mental health that the high creative individuals were not different from the low and the moderate creative individuals in the level of neuroticism as well as in neurotic manifestations such as free floating, anxiety, observations, phobic anxiety, somatic anxiety, neurotic depression and hysterical personality traits.

'Bhan, R.N., and Sinha, A.K., (1978) found that the engineering boys were significantly superior in mental health to university boys.

'Sharma, R.R., (1979) found that mental health didn't affect scholastic achievement but influenced certain measures of self concept. Mental health was positively and significantly related to self concept.

Joshi, R.S., (1979) studied radical differences in the socio-economic and socio-cultural conditions aggravated mental health problems in Indian society.

Sarkar, A.K., (1979) studied that the mentally healthy group of children had higher family tension than the healthy group. The children from families with syncretic division of functions had better mental health. The family structure (excepting syncretic division of function) was not related to the mental health of the children.
Veereshwar, P., (1979) found in the study of mental health and adjustment problem of college going girls that personal emotional problems were shown less by urban girls than by rural girls and the differences were significant. The differences in adjustment of Urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Zargar, A.H., (1980) found that a moderate degree of neuroticism to a specific level did not impair the performance level of subjects whereas an extreme degree of neuroticism impaired their performance on intelligence tests. The high and low neurotic groups did not show any significant difference in creativity.

Gupta, A., (1980) found that in general, Tibetan adolescents were found to be religious, mentally healthy and possessing positive personality characteristics. The subdimensions of religiosity and measures of mental health were significantly correlated.

Basumalik, T., and Bhattacharya, K.P., (1980) found that popular information in mental health area was not well crystallized. No significant cross-cultural differences were found between Indian and American subjects except that both experts and laymen laid more emphasis on the seriousness of mental health problems.
Saxena, S., (1981) found there existed no significant relationship between need - achievement and anxiety. Sex differences between need - achievement and anxiety were significant, the subjects having high and low anxiety did not differ significantly on need - achievement. Values, creativity, anxiety and level of aspiration were predictors of need achievement for both boys and girls separately.

Mangotra, H.P., (1982) studied that the mental health of boys and girls appeared to be considerably influenced by the two factors namely intelligence and physical health. The mental health of boys was dominated by the feelings of depression and neurotic behaviour, on the other hand girls were found to be suffering from a sense of insecurity and anxiety.

Mohebali, A., (1982) studied the socio - psychological correlates of mental health. The purpose was to determine the impact of cultural differences, generation gap, sex and mental health. Further comparisons were made between Indian and Iranian children with respect to mental health, value orientation and frustration modes. It was found that the maximum resignation frustration was seen in Indians, whereas maximum regression was seen in Iranians. Females tended to be aggressive, whereas males were regressive and resignative. The expression of frustration in aggression led to balanced mental status whereas that in the regression resulted in neuroticism. Adolescents of India and Iran both had more aggression - frustration in comparison with their adult counterparts. Indian females had predominantly more aggression whereas Iranian females had regression.
Singh, S.B., (1982) investigated the etiology of neurosis and special reference was made to Freudian views and he adopted case study approach. The study has investigated mental health and tried to explain abnormalities in the light of freudian theory. He investigated unconscious, infantile sexuality, reality instincts, id ego and super ego play important roles in neurotic etiology.

Kaur, Satwant, (1982) found that intelligence neither correlates positively with mental health totals nor with sub areas of mental health. But intelligence in combination with some of the personality factors best determined the mental health of adolescent girls.

Eunice, D.S., (1982) The results of the study show that certain psychological factors have a great impact on mental status of nurses. The Mental Health and psychological items have significant correlates confirming that the psychological factors emeliorate Mental Health scores and when psychological factors deteriorate Mental Health score falls. In other words, if psychological factors are improved Mental Health of the staff nurses will automatically be enhanced.

Raveendranath, A.K., (1983) found that the mental health status of science students with english medium was higher than those of malayalam medium. The sub-samples equated on the basis of intelligence, interest and mental health status of english medium was higher than those of malayalam medium. The subsample equated on the basis of high socio-economic status and high
mental health status, the difference between English and Malayalam medium classes were not significant.

Bhatia, K.T., (1984) found that values of life have a significant role in mental health and adjustment. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment. In many families parents were more favourably inclined towards boys. A large majority of the adolescents preferred co-educational institutions and mixed parties with members of both sexes.

Majid, A., (1984) studied the factors which constituted the complex phenomenon known as mental health. Factor I was called 'Self-acceptance' because it was contributed by the variables which reflected an accepting attitude of the individual towards himself. This factor was common to all the three groups. Factor II for the combined group and Factor III for boys and girls were called 'Existential Autonomy' because they were contributed by variables which indicated existentiality and inner orientation. Factor II for girls was called open-mindedness, because it was mainly contributed by the variables which referred to a present-oriented and open personality. Factor II for boys and Factor III for the combined group emerged as a configuration of loading contributed by all the variables of mental health. This factor was therefore named the factor of 'General Mental Health'.

Prasanna, K.C.B., (1984) found that all the mental health variables discriminated between high and low achievers. In most of the groups high achievers had high mean scores than low achievers for all the 16 mental health variables studied.
Sharma, Ram Vilas, (1985) found that the total sample of high creatives (teachers) scored significantly high than the low creatives on achievement motivation. The high creative teachers were found to be significantly more anxiety ridden than low creatives. Though higher mean anxiety scores were obtained by all high creative groups except one, the difference was significant only in 5 cases.

Abraham, M., (1985) found that 23 out of 25 psycho-social variables showed significant correlations with mental health status. 22 psycho-social variables discriminated between high and low mental health status groups (unselected groups) and 18 psycho-social variables discriminated between high and low mental health status group equaled for intelligence, age and sex. The high mental health status group and low mental health group differed significantly from one another.

Bhattacharjee, M., (1985) reported high incidence of mental ill health. There was high positive relationship between materialistic, sexual relationship, security and independent needs and mental ill health. There was a positive correlation between frustration intoleration and mental ill-health.

Rao, V.N., and Parthrasarthy, S.R., (1986) concluded that mental health problems of children which consistute a major concern are emotional disorders, conduct disorders and impairment or delay in the development of normal functions. Emotional disorders occur with some frequency in boys and girls while conduct disorders are significantly more frequent in boys;
particularly in younger children, a subgroup can be identified in which over activity correlates with serious lack of attention paid to the child. Impairment or delay in development are markedly more common in boys than in girls. Development disorders of speech and language occur in some 1-5 % of children; regular bed wetting in 3 % of children at the age of 10 and reading retardation in children of normal intelligence is found to be present in 3-10 % of children.

Anand, (1986) conducted a study on mental health of school teachers using a mental health scale and observed that fifty nine percent of teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers.

Singh, Mala (1987) in a study on the knowledge about concept of mental health of primary school teachers found that subjects from urban schools scored significantly higher on Mental Health knowledge questionnaire than the rural subjects, and further found that age of the teachers was not related to the knowledge about concept of Mental Health and factors contributing to it. Experience of teachers was also not related to the knowledge about concept of Mental Health and factors contributing to it.

Rao, V.N., Murthy, Srinivasa, R., and Parthasarthy, R., (1987) found improvements in the students after collaboration of mental health professionals with educational institutions. It was found that students took more interest in studies, concentrated in the teaching in the classroom and became more regular in their
home work. Similarly, there was improvement in their performance, especially in the language subjects.

Kumar, P., Mori, J.B., Patel, Nayana, M., (1991) found that maritally well adjusted couples (having a higher satisfaction of basic needs like love companionship and sexuality) showed better mental health status than the poorly adjusted couples.

Srivastava, A.K.,'s (1991) findings are in confirmity with general observations of high stress poor mental health, this pattern of stress mental health relationship has been found reversed in case of employees who adopted "approach" copying strategies to deal with their stresses of job life.

Mehra, Gita and Mishra, P.C., (1991) found effect moderating mental health on the relationship between intrinsic job satisfaction and occupational stress. The moderating effect of mental health may be attributed mainly to the effective copying strategies adopted by the mentally healthy workers endowed with high participation, self confidence, self respect, environmental mastery and appropriate realistic approach.

Kumar, Parmod (1991) found couples showing high marital adjustment scored significantly lower on the checklist than the couples showing poor marital adjustment.

Rao, V.N., and Parthasarthy, R., (1992) found that 18 % of the students of 9th & 10th standard of the high school of Bangolore, had the higher risk of mental health problems. It was observed that these students had one or more problems in
classroom. These students were usually from lower economic class or lower middle class. They also manifested different problems related to preparation for examinations, scholastic performance, home work etc.

Khaleque, A., Hossain, M.M., & Hoque, M.E., (1992) found that mental health of the subjects who are satisfied with their job is significantly higher than that of those who are not satisfied with it. A significantly high positive correlation was found between the job satisfaction and mental health.

Pathak, R.P., and Rai, V.K., (1993) Their study revealed that the mental health of low S.E.S. students was lower than that of the students of higher S.E.S. Female students are mentally healthier than male students when S.E.S. is controlled. Urban and rural students do not differ significantly on mental health when SES is controlled. Science students are mentally healthier than arts students, when SES is controlled. Mental health increases with grade (age also).

Chaudhry, Nirmala and Bajaj, Namita, (1994) compared the mental health and emotional maturity of adolescents staying at home and those staying at orphanage. The results reveal that adolescents staying with parents at home have better mental health and high level of emotional maturity as compared with their counterparts staying at orphanage.
Singh, Ashok, K., (1994) attempted to explore the impact of acculturation on mental health of the Oraon tribe in the Indian state of Bihar. The results indicate a positive relationship between the levels of acculturation and the status of mental health. The empirical evidence indicates the highest mental health problems among the tribals of high acculturated group followed by medium and low acculturative group of the tribals. The findings have further revealed that acculturation leads to a significant impact on mental health status of the tribals. Further females possessed more mental health problems as compared with their male counterparts.

Rao, V.N., and Parthasarthy, R., (1996) concludes that young people’s ability and motivation to stay in school to learn and to utilize what they learn is affected by their mental well being. School mental health programmes are effective in improving learning, mental well being and treating mental disorders. Issues of well being and psychosocial competence affect the entire school community including students, teachers, school administrators and members of the surrounding communities. Special mental health programmes addressing these issues improve coping skills, decrease stress and increase support for healthy school community. Mental health and school go hand in hand.

Mishra, Abhay (1996) found no significant difference between the mental health of teacher trainees studying in private and govt. colleges.
The perusal of the studies described above amply justify that the studies on mental health of prospective secondary school teachers are equally important since they affect the classroom learning and development of desirable behaviour.

A few studies have attempted correlation of mental health with other variables than the variables taken for the above study by the investigator. Only Pareekh, U., (1971) and Anand, (1986) Rao, T.V., (1971) studied the mental health of pupil and teacher together. Jayaswal, V.K., (1977) and Nathawat, S.S., (1977) studied in relation to creativity. The critical appraisal of the above studies revealed certain specific research trends in the areas of mental health. Most of the studies have concentrated on the adolescence period. A few studies have stressed family and school environmental factors in correlation. Mostly comparative approach has been used and clinical groups and college student populations have been studied. One notices the absence of any study on the teacher trainees mental health and its relation to their creativity, achievement motivation and attitude towards teaching profession.