CHAPTER II
2. **Review Of Related Literature.**

   Review according to Webster's Dictionary (1987) is to "examine again, study critically, general survey, critique". In research; review of related literature means to conduct a general survey of related studies to analyse them critically and put them logically such that a certain frame work and dimension can emerge. Based on this, a researcher can look for missing links in the chain of knowledge continuum.

   Review of a good number of area based studies can prove to be very helpful in enabling a researcher to understand how various issues have been studied by researchers in different parts of the world.

   Further, the reviewed studies are helpful when the researcher completes the analysis part of the research, where one needs to compare the results in the light of the other study findings.

   Review of related studies is also helpful in making meta analysis on any specific issue. Meta analysis has been pioneered by Glass (1977), means analysis of analyses, i.e., the statistical analysis of the findings of many individual analyses.

   The teacher's role in education has not received as much as attention as it deserves. The problem of teacher absenteeism is becoming acute. This obviously relates to lack of commitment to the job. If it is found empirically that such commitment is lacking, the reasons have to be found out and efforts have to be made to remedy the state of affairs.
In the *Fifth Survey of Educational Research 1997* (pp. 35) it is clearly mentioned that, there are gaps in research themes like teacher's role in education, effect of lack of infrastructure and teaching-learning materials, Intra-school relationship i.e. relationship between themselves, between teacher and headmaster, school and community etc.

The available literature in the form of articles, research papers, Ph.D. Thesis etc. here by presented for review. For the convenience this chapter is divided into two parts. Part-I deals with variable *Teachers Innovative Behaviour* whereas the Part-II deals with *Teachers Occupational Stress*.
PART—I

2.1. RELATED STUDIES (INNOVATIVE-BEHAVIOUR)

Ryans David G. 1960; studied, Characteristics of teachers, Their description, comparison and appraisal and concluded as:

➢ The Elementary teachers group tended more towards child centered permissive pole whereas Secondary teachers expressed their viewpoint more towards the traditional and academic end.

➢ There appeared to be no significant sex difference among teachers within elementary schools.

➢ Teachers under 30 years of age appeared to be more liberal in both elementary and secondary schools. Whereas teachers over 45 years of age at all levels seemed to be most traditional.

➢ Elementary teachers having teaching experience up to 5 years expressed more permissive educational viewpoints than teachers with 10 years or more.

Lulla T P. 1974; conducted An Investigation into the effects of Teachers Class-room Behaviour on Pupils achievement and found:

➢ Pupils who were taught by the teachers trained in using indirect behaviour scored higher as compared to their counterparts studying under the teachers who were not provided any training.

Malhotra S P. 1976; studied Teachers Class-room Behaviour in relation to presage variables of teacher attitude and adjustment and product variables, students liking and perceived behaviour by peers, Principals and self and found:

➢ The Male and Female Teachers did not differ in Indirect-direct Teacher class-room Behaviour.

➢ The Teachers with bachelor’s Degree were more indirect in their Class-room Behaviour than Teachers with Master’s Degree.
Mathew George 1976; studied *Class-room Behaviour of Teachers and its relationship with their creativity and self concept* and found:

- There was no significant difference between Male and Female teachers in their Indirect-direct Behaviour.

Mehta Y M. 1976; conducted a doctoral study *An enquiry into the relationship between teachers class-room communication pattern and certain perceptual factors* and found:

- Sex was not significantly related to Indirect/Direct behaviour and teacher Question ratio.
- There was no relationship between the age of the teachers and their communication pattern in class-room.

Mishra G. 1977; made *A study of the Attitudes of Teachers working in Govt. aided Conventional Sanskrit Vidyalayas of Varanasi towards Teaching profession* and concluded as:

- There was sex difference in the attitude towards teaching. Male teachers scoring significantly higher than female teachers.
- The institutional status influenced the attitude towards teaching profession.

Shashikala Y S & Tirtha L. 1977; studied, *Needs and Teacher Behaviour*, with an aim to explore the relation between the personality needs of teachers and their verbal behaviour in class-room and found that:

- The teachers scoring high on autonomy, manifested indirect behaviour to a great extent.
- The teachers scoring high on affiliation, responded negatively to students talks and were not supportive to students.
- The teachers response to pupils’ talk was positively related to exhibition.
Singh R D 1979, in his doctoral study, Simulated social skill training and modification of teachers’ class-room behaviour, concluded as:

- The class-room behaviour of student-teachers could be modified in desirable direction through Simulated Social Skill Training (SSST).
- The SSST technique was more effective than traditional method in modifying the class-room behaviour of teachers.
- The SSST method was also more effective than traditional method in developing favourable attitude among student teachers towards teaching profession.

Gupta R P. 1979, found following Factors considered to be helpful in class-room teaching:

- Factors frequently used in class-room teaching by teachers were, Black-board work, Correcting oral mistakes, explaining difficult points, general knowledge, hand writing, knowledge of the subject and revision of the main points etc.

Dubey B B 1979, made a study on The relationship between pupil characteristics and class-room behaviour of teacher and concluded as:

- Class-room (verbal) behaviour of the teacher had positive relation with the pupil characteristics.
- The teachers class-room behaviour and the interest of pupils had a positive relation with the pupil characteristics.
- The class-room behaviour of teachers had a relation with the achievement of pupils.

Naidu R V 1980, in his doctoral study A study of variations in the class-room behaviour of teachers and their relationship to the educational achievement of students in English, and found:

- The male and female teachers had significant differences of opinion on the various patterns of behaviours to be performed in the class-room.
- The female teaches were more favourable and active in the class-room situation than male teachers.
Sastri D S N. 1980, worked on *A study of the class-room behaviour of teachers in their Philosophic Beliefs in Education*. The major findings of his case study were as following:

- Students talked more in the classes under the liberal teachers than those in the classes under the conservative teachers.
- Class-room communication in the case of liberal teachers was more interrupted with spells of silence or confusion than in the case of conservative teachers.
- The conservative teachers put more emphasis on the content than the liberal teachers.

Srivastava P K. 1980, concluded in his doctoral study *The relationship between Frustration and Teaching Efficiency*, as:

- Frustration induced through the various techniques, adversely affect the teaching efficiency of student teachers.
- Male and female teachers did not differ significantly on the measure of teaching efficiency.
- Males exhibited greater amount of frustration than females.
- Frustration and teaching efficiency had a low positive relationship.

Thakur S.K. 1980; studied *Personality Characteristics of Teachers showing Direct and Indirect Verbal Behaviour*.

The Teaching Behaviour of 200 teachers was observed in their respective class-rooms for twenty minutes on three different occasions and found:

- There was no significant difference in the Teaching Behaviour of Direct / Indirect Teachers due to the variables of Age, Sex and Experience.

Wadhawan C L 1980, In his doctoral study *School Teachers in Delhi: Relationship between their Social Background and Professionalisation* and found:

- Male teachers were more professional than their counterparts.
- There was a positive and significant relationship between professional and general environment of the school and the degree of job satisfaction.
Gupta U. 1981; studied *Job-involvement and need patterns of Primary school teachers in relation to teaching effectiveness*, and found:

- For Rural males and Urban females Job Involvement was not significantly correlated with personal factors.
- For Rural females and Urban males Job-involvement was not significantly correlated with teaching effectiveness.
- For rural males and Urban females teaching effectiveness was not significantly correlated with personal factors.
- For Rural males/females and Urban males/females there existed significant difference between the groups in job involvement.
- There existed no difference between Rural and Urban males, Rural and Urban females for personal-factors.

Joglekar S V. 1981, studied *The patterns of influence Eighth grade science teachers of Greater Bombay* and concluded as:

- Mostly, the teachers class-room behaviour was direct.
- In general, male teachers did not differ from female teachers as regards their class-room behaviour.
- Experience in teaching had no special effect on the pattern of influence of teachers in the class-room.
- The age of teachers was not related to the patterns of his influence.
- The type of the school had no definite relationship with the patterns of influence of teachers.

Jain B. 1982; studied *The class-room behaviour patterns of teachers in relation to their attitude towards profession morale and values* and found:

- Male teachers devoted more time in asking questions than female teachers.
- Pupils interacted differently in the classes of married, unmarried and deserted teachers.
- Teachers with a positive attitude towards child-centered practices, reacted to the ideas and feelings of pupils and frequently created an emotional climate in the class-room.
Young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers.

There is a significant negative relationship between experience and the teachers' attitude to classroom teaching.

Pupils interacted more in the classes of teachers having positive attitude towards teaching profession.

Molti Carol O. 1982; studied *Teacher influence in the Elementary classroom 1900-1930* and found:

- Elementary teachers have considerable influence on their lives.

Valand J B. 1983, worked out on, *A study of innovative proneness of teachers of primary teachers training college in the state of Gujarat* and found as:

- The mean innovative proneness scores of the teachers, above 35 years of age were greater than those under that age.
- The mean scores of female teachers were higher than the male teachers.
- The mean scores of teachers having more than 5 years of experience were greater than that of teachers having less experience.
- Teachers possessing MA degree gave the highest mean score for the innovative proneness.
- The mean scores of the teachers who attended the in-service program were higher than the mean score of teachers who had not attended any program.

Shukla P C. 1984, conducted, *A comparative study of personality characteristics of innovative and non innovative teachers and their pupils creativity* and observed as follows:

- Urban teachers are more innovative than rural teachers, similarly the female urban teachers are more innovative than rural female teachers.
- Sex differences were not observed to be significant causative factor as regards innovativeness of teachers.
- Teachers having less teaching experience found to be more innovative.
Only partial relationship was discerned between the age of the teacher and his innovativeness.

A very clear relationship was not observed in different salary groups of teachers and their innovativeness.

Non innovative teachers were found to be reserved, detached, critical, less-intelligent, dull, tending towards tension, frustrated, excitable and restless.

Innovative teachers were found to be emotionally stable, mature, assertive, self assured, happy go lucky, impulsive, lively guy, enthusiastic, more venturesome, socially bold, spontaneous, thrusting, imaginative, shrewd, calculative and placid, experimenting, analytical, free thinking, inclined towards relaxation.

The pupils of innovative teachers were found to be higher on creative thinking score than the pupils of non innovative teachers.

Mistry T C. 1985, conducted, *A study of college and secondary teachers on Need, Achievement, Job satisfaction, Job involvement-as a function of role Stress, Locus of control and participation in Academic climate*, and observed as:

- There were no significant relationships observed between the locus of control and various dimensions of Job-satisfaction.
- The climate of academic motivation was found to be significantly associated with such dimensions as Job-satisfaction.
- The climate of dependency had no effect on various aspects of Job-satisfaction and Job-involvement.
- Job—involvement was found to be significantly and positively related with different aspects of Job-satisfaction.

Ahmed Q. 1986, in his doctoral study, *Determinants of job-involvement among Teachers* and found that:

- Both individual and organisational factors determined Job-involvement of teachers.
- Job-involvement was positively correlated with Job-satisfaction.
- Social relations, prestige and the autonomy were positively associated with Job-satisfaction.
Mishra M. 1986, made a study of *Meaning in life: Stress and Burn-out in Teachers of Secondary schools in Calcutta*, and found:

- The meaningfulness of life of the teachers was quite high according to their own perception.
- The relationship between stress studied through test and stress reported by the teachers was highly significant.
- Age difference was significant with regard to stress of teachers.
- Stress was positively related to burn-out with regard to emotional exhaustion and dispersonnalisation.
- There was a negative relationship between meaning in life and stress.

Prakasam D. 1986; conducted *A Study of Teacher Effectiveness as a Function of School Organisational climate and Teaching Competency.*

The sample of the study consisted of 800 teachers, teaching in classes IX, X and XI of Raipur and Bilaspur Districts of Madhya-Pradesh and found:

- Teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled, paternal and closed climates.
- Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural areas.
- No significant difference was observed between male and female teachers on the test of teaching competency and teacher effectiveness on the global scale.
- Female teachers were found moderately better in teaching competency under all types of variations than male teachers.

Gaur Ashwini Kumar 1988; conducted *A Sociological study of Teacher-Educators of Rajasthan* and found:

- Teachers working in autonomous institutions suffer from excessive work load and also face problems like job-insecurity.
- There is no difference among the problems of male and female Teacher-educators.
Mittal Annapurna, 1989; sought to relate teachers’ personality characteristics to their classroom behaviour, analysed in Flenders’ style as direct and indirect teaching (influence) and concluded as:

- Indirect teachers were found to be more outgoing, intelligent, emotionally stable and humble, sober, conscientious, restrained, tender minded, apprehensive, group-dependent controlled and relaxed than direct teachers.
- They are disciplinarians, technologists, humanitarians, stylists and academicians in type in descending order.

Bidyadhar S. 1991, studied An Ideographic analysis of teachers perceptions.

He collected data from doctors, engineers, lawyers and lecturers all engaged in teaching and research. Through interview and task-responses (in teaching the quality of hypothetical students) he found, intrinsic motivation and sociability to be the main bases and then resourcefulness, competitiveness, classroom performance, hard-work and past academic performance to be second order bases with some differences among four groups.

Sharma H N. et al. 1991, made an independent study on Identification of the problems of primary education and found:

- All the headmasters were trained, 75% of the assistant teachers had undergone Normal / Basic training.
- 53% of the teachers do not apply the training method taught in the teaching-learning situation.

The same team through their 1992 study, reported that:

- At the middle level, less than 50% had either long or short term training and only 33% had undergone a special orientation program under the NPE 1986.
- Here again 50% of the trained teachers did not apply teaching methodologies in class. The reasons offered were want of time, want of teaching aids, tight syllabus.
Aminabhavi V A. & Dhanendriah A S. 1992; made a study of Factors contributing to Job-involvement of professionals and observed as:

➢ The professionals who have chosen their occupations have shown higher job-involvement than those who entered in it by chance.

➢ Those who came from upper-middle spectrum of socio-cultural back-ground shown higher Job-Involvement, when compared it to their counter parts.

Birdi Bimlesh, 1992; made A study of growth and development of primary education in Punjab and concluded as:

➢ Trained teachers made a considerable difference in terms of teaching style and class-room management to the untrained.

Balasubramanyam N. 1993; studied Personality Traits and communication behaviour of Teachers and found:

➢ Teachers who were indirect in their communication patterns encourage and support Pupils participation in the teaching learning process while those who are direct in their communication patterns restrict pupils participation into the class-room discussion.

Bhatt D J. 1997, made A correlated study of Job-Stress, Job-Involvement and Job-Satisfaction of teachers, and concluded as:

➢ Primary school teachers’ Job-Stress was highly, significantly, negatively associated with their Job-Involvement.

➢ Job-satisfaction was significantly, highly and positively correlated with the PSTs’ Job-involvement.

➢ There existed a significant, negative, partial correlation between PSTs’ Job-stress and their Job-involvement.

➢ There was a negative, significant partial correlation between the Job-Stress and Job-satisfaction.

➢ The PSTs’ Job-involvement was significantly positively and partially correlated with their Job-satisfaction.
PART—II

2.2. RELATED STUDIES (OCCUPATIONAL--STRESS)

Mishra G. 1977; made a study of the Attitudes of Teachers working in Govt. aided Conventional Sanskrit Vidyalayas of Varanasi towards Teaching profession and concluded as:

- There was sex difference in the attitude towards teaching. Male teachers scoring significantly higher than female teachers.
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Shashikala Y S & Tirtha L. 1977; studied, Needs and Teacher Behaviour, with an aim to explore the relation between the personality needs of teachers and their verbal behaviour in class-room and found that:

- The teachers scoring high on autonomy, manifested indirect behaviour to a great extent.
- The teachers scoring high on affiliation, responded negatively to students talks and were not supportive to students.
- The teachers response to pupils' talk was positively related to exhibition.

Kolte N V. 1978; Studied. Job-satisfaction of Primary School teachers: A Test of Generality of Two-Factor Theory and found:

- Working conditions of teachers were cited as the cause of dissatisfaction.
- Inter-personal relationships emerged as dissatisfier.

Leffingwell R John. 1979; in his article, The role of middle school councilors in the reduction of stress in teachers, recommended that:

- School councilors can and should introduce remedial measures using both individual and group techniques.
- The councilors genuineness, warmth and empathetic understanding are more important than the specific counseling method.
Patel C K. 1979; conducted A study of prevalent value system of the Secondary grade Teachers of the High schools of South Gujarat and found:

- On political values the Male teachers scored higher than Females.
- The Rural teachers scored significantly higher than Urban teaches on Social, Political and economic values.

Shrivastsava P K. 1980, concluded in his doctoral study The relationship between Frustration and Teaching Efficiency, as:

- Frustration induced through the various techniques, adversely affect the teaching efficiency of student teachers.
- Male and female teachers did not differ significantly on the measure of teaching efficiency.
- Males exhibited greater amount of frustration than females.
- Frustration and teaching efficiency had a low positive relationship.

Weiskopf Patricia E. 1980 ; discussed the Burn-out process among the teachers of exceptional children.

In his study, he pointed out how the special education teachers were subjected to varying degrees of occupational stress (work over-load, lack of perceived stress, heavy amount of direct contact children, direct program structures and responsibility for others) that can result in burn-out.

- It is concluded that burn-out among teachers of exceptional children and its incidence is deterrent to the effective education.

Joglekar S V. 1981, studied The patterns of influence Eighth grade science teachers of Greater Bombay and concluded as:

- Experience in teaching had no special effect on the pattern of influence of teachers in the class-room.
- The age of teachers was not related to the patterns of his influence.
- The type of the school had no definite relationship with the patterns of influence of teachers.
Belcastro Philip A. 1982; studied, *Burn-out and its relationship to teachers' somatic complaints and illness* and found that:

- Burn-out represented a potential health risk to teachers.

Moltl Carol O. 1982; studied *Teacher Influence in the Elementary classroom 1900-1930* and found:

- Elementary teachers have considerable influence on their lives.

Reiner Helen D. & Harthstone Timothy. 1982; studied *Job burn-out and the school psychologist*, identified major job related stressors and responded to a list of suggested supervisory, individual and organisational strategies for prevention, slightly less than half of the subjects appeared on the questionnaire to have burn-out problems.

- Age, years of experience and sex were not significantly related to the burn-out score. Major identified stressors included excessive work loads, lack of time and lack of support or appreciation. Reactions to the strategies were politically hopeful.

Hazelwood, H. Louise. 1984; conducted a study *Crisis in the classroom: Teacher burn-out* and found that:

- Factors inherent in the job of teacher such as lack of resources, poor parental and political support and low student respect etc. make stress integral part of the profession. It is found in the final analysis that the individual teacher who must accept responsibility for preventing and treating stress and who is his best crisis inter-vener. The treatment involves the following three important steps.
  
  (a) Recognising symptoms.
  
  (b) Facing the symptoms without realising on negative reactions and
  
  (c) Realising self responsibility.

- It is concluded that teachers need to learn how to handle distress and prevent excess stress.
Laughling Allan. 1984; studied, *Occupational stress of teachers of Australia*. In this context 229 male and 264 female primary and secondary school teachers responded to the biographical data, the sources of stress and satisfaction associated with their jobs and found that:

- Stress in general is pervasive in teaching due to four factors, viz. Pupil recalcitrance, Time and resource difficulties, Professional recognition, and Curriculum demands.
- The biographical characteristics of teachers were significant mediators in stress factor perceptions.
- Sex, age, nature of school (primary/secondary), position held and qualifications were significant in predicting stress from one or more factors etc.

Sutton Geoffrey & Hurberty Thomas J. 1984; evaluated *Teacher-Stress and Job-satisfaction* and found that:

- There was no difference between groups, in sources of stress and their way of coping the stress.
- Special education teachers reported slightly more satisfaction with their jobs than the regular education teachers did.
- An inverse relationship was found between the job-satisfaction and the levels of stress suggesting a tendency for teachers to report higher levels of job-satisfaction when stress levels are low.
- It is concluded that two sources of teacher stress in public schools are related to individual differences, the transitory nature of in the environment and the coping methods that teachers use.

Halpin Glennelle, Harris Karen & Gerald 1985; investigated *Teachers Stress as related to locus of control, sex and age* upon 97 female and 33 male full time teachers and found that:

- The multivariate and bivariate analysis of their responses showed that locus of control was related to teacher teacher-stress.
- Teachers who felt that they are in control reported less stress than those who feel free environment.
Teachers who had a high internal locus of control, realised that they were influential in the class-room accepted the responsibility of their actions and worked hard to achieve educational goals.

Teachers who had a high external locus of control felt that they had a little control over what happened, did not seem to value planning, ability or effort but attributed educational outcomes to luck, fate and chance. Neither sex nor age has moderated this relationship.

Klas Leroy D; Kendall Woodward S. & Kennedy Leonie. 1985; have studied on *Levels and specific causes of stress perceived by regular class-room teachers* and found that:

- School teachers reported moderate levels of stress.
- The 9 SPT categories of stressors under study were ranked almost exactly same by teachers of different grade levels with time management and parent-teacher relations categories ranked highest.
- School teachers with 20 years or more of experience and those in schools with populations 201-400 students reported significantly higher levels of stress than did school teachers with 4 years or less experience and those from smaller or larger schools.

Mistry T C. 1985, conducted, *A study of college and secondary teachers on Need, Achievement, Job satisfaction, Job involvement-as a function of role Stress, Locus of control and participation in Academic climate*, and observed as:

- There were no significant relationships observed between the locus of control and various dimensions of Job-satisfaction.
- The climate of academic motivation was found to be significantly associated with such dimensions as Job-satisfaction.
- The climate of dependency had no effect on various aspects of Job-satisfaction and Job-involvement.
- Job-involvement was found to be significantly and positively related with different aspects of Job-satisfaction.
Deve Philip J. 1986; has investigated *The causes and consequences of Teachers Stress*.

The analysis identified 6 Factors contributing to it which include Lack of individual control over various school activities, Expectations of parents, Classroom relationship with children, un-supportive parents and difficult children, Work-overload and Physical demands of teaching. The results of the study are as following:

- Work-overload ranked ahead of other factors in frequency and was highly associated with anxiety and tiredness.
- Teachers' perceived a variety of situations related to factors in the class-room administration and outside the class-room are consistently stressful.

Gaur Ashwini Kumar 1988; conducted *A Sociological study of Teacher-Educators of Rajasthan* and found:

- Teachers working in autonomous institutions suffer from excessive work load and also face problems like job-insecurity.
- There is no difference among the problems of male and female Teacher-educators.

Goswami T N. 1988; Investigated, *Job satisfaction among teachers of central schools* and found aspects of general satisfaction and dissatisfaction.

- Four out of five cadres seemed to experience job dissatisfaction and this was more in the case of men, elders, seniors and teachers with UG and PG qualifications.

Akhtar S & Vadra P. 1990; made *A Comparative Study of Extra Organisational Stress among Woman Teachers and Nursing Staff* and found:

- Male teachers experienced more social and family role stress as compared to Woman teachers.
- Married Teachers experienced more stress than their counter parts.
Das Mohapatra J. 1989; *A study of mental health of teachers serving in the primary schools of Puri Town* and reported:

- The teachers (50%) reported that the work overload was heavy and the relationship between teachers and the authority was not satisfactory.
- Teachers (60%) were well respected by students.
- Different pay scales were perceived as major factors creating friction.
- The teachers perceived that they were neglected by the society.

Dhulia U. 1989; had conducted, *A study of the role of administrative style, teachers job satisfaction and students institutional perception in determining the nature of school climate* and concluded as:

- The school climate was found to be positively and significantly correlated with the teachers job satisfaction.

Gonsalves F. 1989; studied *The Job satisfaction of primary teachers of Vasai Taluka in Maharashtra*. The conclusions drawn were:

- Less than 50% of the teachers were satisfied with their jobs.
- The reasons for dissatisfaction were transfer to remote places, assignment of tasks such as family planning, survey, preparation of electoral roles etc.
- Despite these they were interested in teaching but lack of reference books, audio-visual aids etc. hampered work.
- They expressed satisfaction with respect to NPE, Teacher-administrator relationship, teacher ethical values, available time and teachers' service conditions.

Vinod Sahni & Chadha N.K. 1989; worked on *A Correlated study of frustration and some Socio-ecological factors among college Teachers*.

The present study is an attempt to identify the Socio-ecological factors associated with frustration among college teachers. Structured questionnaire consisted two parts.
One measuring three dimensions of frustration syndrome and the other measuring eight Socio-ecological factors and found:

- Six Socio-ecological factors contributing significantly towards frustration among college teachers.

Bhoyar P G. 1990; conducted *A Study of the expectations of the parents of the children from the teachers and their wards concerning the educational achievements* and found:

- Parents expected the teachers to regularly give home-works and acquaint with them the progress of their wards.

Sharma Kumudini & Sen Sharmishtha. 1990; worked on *Organisational Stress and Job Satisfaction: A comparative study*, and found:

- Organisational stress was negatively related to Job Satisfaction.

Shukla Rekha 1990; made a *Survey and Study of Causes of discontentment prevailing among the Teachers of Primary and Secondary Schools*.

The sample consisted of 500 male and female teaches taken from Primary and secondary Schools in Kanpur District and found:

- The emoluments of teachers are inadequate.
- The social status of teachers is not high and they are pitied by the society.
- The bulk of teachers belong to the middle class.
- Some teachers are hard pressed by individual problems.

Mishra K N. 1991; studied *The interrelationship between organisational conflict in school teachers stress and burnout in relation to teachers personality at primary level*.

Analysis of data (collected from 200 teachers) through correlation, ANOVA, regression analysis etc. revealed, differences in relation to personality types/characteristics type of management in respect of organisational conflict, stress in teaching and burn out and in behaviours for coping with stress and conflict.
Kamau C W. 1992; has examined *Burnout and mental health among the teachers* and concluded as:

- Male teachers were found to be emotionally over extended, exhausted internally controlled anxiety ridden, callous toward students, more personally accomplished and less capable of coping with demands and stresses of life as compared to females.

- Urban high school teachers were less emotionally over extended, less satisfied, more internally controlled, anxious and had poor mental health than rural teachers.

Taj Haseen. 1992; investigated, *Social, Psychological and situational correlates of administrative behaviour of secondary school heads* and concluded as:

- The attitude towards the profession, job satisfaction and personal-interpersonal social adequacy were found to be significant predictors of administrative behaviour of secondary school heads.

Sahu Kiran & Neelam Mishra 1995; Studied *Life Stress and coping styles in Teachers* and found:

- There was a significant gender difference for experienced stress in various areas of life.

- Males experienced more stress in the work and society area while females experienced more stress in family area.

Ushasree S. Sheshu Reddy B V. & Ninolya P. 1995; studied *Gender, Gender-Role, and Age Effects on Teachers' Job-Stress and Job-Satisfaction*, and found:

- Review related literature does not provide conclusive evidence that male and female teachers differ in their experience of Job-stress.
Schwab & Ivaniki (1982), Milstein Gelas Zewski and Duquette(1984), Greenglass & Burke(1988), Ogus Greenglass and Burke(1990), reported experience of more job stress among male teachers than their counterparts.

**Schrivastava Pramila 1996;** made *A Comparative Study of Stress and coping Styles among Type-A and Type-B Teachers* and found:

> Sex has a significant effect on Teachers stress aroused due to Time demand, Personal factors and overall stress. It bears insignificant effect on stress due to Pupil-Misbehaviour, Poor Working Conditions and unhealthy staff relations.

> Locality has a significant effect on stress due to PWC,USR,TD and OAS but bears insignificant effect on stress due to PM and PF.

**Jagdish & Singh Rakesh Pratap 1997;** Studied Hierarchical Level as a Moderator of the relationship between Occupational Stress and Strain and found:

> The hierarchical level significantly moderated the relationship between Occupational Stress and Job-satisfaction.

> No significant moderating effect was observed for Occupational Stress, Mental health relationship.