CHAPTER- II
REVIEW OF RELATED LITERATURE

Review of related studies implies locating, reading and evaluating reports of research as well as reports of casual observation and opinions that are related to the individual’s planned research project. It guides the researcher in understanding of the previous work that has been done in that area. It helps in delimiting the research problem and defining it better. It provides an opportunity of gaining an insight into the method, measures, subjects and approaches employed by other researchers. According to Best and Kahn (1986), the search for reference material is a time consuming but fruitful phase. A familiarity with literature in any problem area helps to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved.

In the above context, it was appropriate to shift the relevant facts regarding the variables under consideration. The studies which are cited here have direct or indirect relation with the variables of mental health, moral judgement and self silencing. The review has been discussed as below:

2.1 Review of literature related to Moral Judgement

Moral judgement is a judgement of value and virtue as distinguished from a judgement of fact. Moral judgement in all critical situations depends upon personal factors and environmental factors. Hence, moral issues are related to our daily life problems and these are increasingly becoming more complex.

Bull (1973) conducted a study on the moral education and found that girls to be in advance of boys in their moral judgement in every area which was examined by him.
Parikh (1975) studied the relationship of moral judgement and family environment and reported that one percent families are full of high mental disorder, hostility, insecurity and social isolation to their children which is not conducive for growing the ability of moral judgement of the child.

Narayanan (1978) conducted study on seventy Irulas of Palamalai hills which is a tribe of south Indian who were selected through systematic random technique. A comprehensive measure of mental health developed by Kornhauser (1965) was adopted and administered. This measured mental health in six categories; manifest anxiety, self-esteem, hostility, sociability, satisfaction with life and moral judgement. The results were: Irulas were forced to have greater freedom from anxiety and emotional tension and also free from hostility. They had greater sociability, poor self-esteem, lesser life satisfaction and moral judgement.

Tripathy and Misra (1979) in their study on development of moral judgement in Indian children examined the development of capacity for moral judgement in 120 Indian children with respect to gender differences and economic status. Results revealed significant effect of age on moral judgement i.e. moral judgement increased with age. Girls showed early moral development and moral judgement than boys.

Gerety (1980) explored three questions previously ignored in the moral development research: What does moral atmosphere mean in the single classroom? What is the teacher's role in the creation of moral atmosphere? What is the relationship between the teacher's moral judgement level and the moral atmosphere of his/her class? The sample consisted of 30 teachers, randomly selected, and 30 classrooms, with approximately 22 students each in public secondary schools, a junior high school and a high school. The teachers were given Rest's Defining Issues Test to obtain a moral judgement score. The students in one of these teachers' classes were given the Classroom Environment Scale developed by Trickett and Moos to assess the
social climate of each classroom. Results indicated that teacher's moral judgement level as measured by the Defining Issues Test (DIT) was related to the Classroom Environment Scale (C.E.S) subscale of innovation at the .05 level of significance and to the C.E.S. subscale of teacher support at the .02 level of significance for the high school sample only. Teacher moral judgement level as measured by the DIT and the Classroom Moral Atmosphere Interview scores were not found to be correlated statistically at a significant level, but the correlations would apparently approach significance using a larger sample. The analysis of variance showed that there was a statistically significant difference among the four classes with respect to the Classroom Moral Atmosphere Interview at the .0001 level and that the differences among the classes corresponded to the level of moral judgment of the teacher. Case studies of each classroom were drawn up based on the classroom moral atmosphere interview. These presented qualitative data relating teacher's moral judgement level to moral atmosphere in the classroom.

Geckler (1985) conducted a study to find the relationships among moral judgement reasoning, sex role identity, social role taking experiences and occupational role complexity in adult women (socio moral intelligence). Sixty three females ranging in age from 25 to 45 years were initially stratified in to two groups on the basis of present involvement or non-involvement in the paid labor force. Results of the study indicated that an absence of group differences in the initial grouping of working and traditional women. Analyses of preferential orientation within stage indicated the presence of both a caring and rights based reasoning content across subjects. A concern with both interpersonal and systems oriented responsibility was also indicated. The secondary categorization of subjects according to substantive complexity of occupational involvements demonstrated a significantly positive correlation with moral judgment. High level data-people complexity relates with higher moral reasoning structures. A positive, significant relation was also indicated between high work commitment and complex moral judgment.
Rani (1990) conducted a study on personal and educational environmental factors as correlates of moral judgement among urban and rural senior secondary students. The findings were that intelligence, parents acceptance and rejection are positively and significantly related with moral judgement of students.

Simpson (1990) determined whether significant differences in the moral judgement development existed between a group of pre-service secondary teachers who participated in moral discourse (experimental) and a group of pre-service secondary teachers who received conventional instruction (control). A quasi-experimental design was used to conduct the study. The sample consisted of 78 pre-service secondary teachers. On the basis of the findings conclusions were drawn: a). the pre-service secondary teachers who participated in moral discourse did not differ significantly in moral judgement development from pre-service secondary teachers who received conventional instruction. b). Regression from pretest to posttest scores in moral judgement development is common in the adult subjects. c). Older pre-service secondary teachers tend to make greater use of principled moral reasoning than do the younger pre-service secondary school teachers. d). the Moral judgement development is consistently linked with academic achievement as measured by grade-point-average. e). Religious belief influences how subjects reason about moral issues.

Bajpai (1991) conducted an experimental study of an educational intervention curriculum for values development and its facilitative effect upon the development of moral judgement. She concluded that a) the children who participated in the program acquired the ability to judge and act as right or wrong, taking into consideration not only the material consequences but also the intention behind the act b) the variable of intelligence, academic achievement, school adjustment and family structure were found to be
significantly related to the level of moral judgement, whereas no relationship was found with social economic status, sex and birth order.

Das (1991) conducted a study on selected secondary schools in India for the development of moral and ethical values and measurement of the value judgement of students of class 9th. He reported a significant positive correlation between intelligence and moral judgement scores.

Padhan (1991) conducted a study on moral judgement of secondary school students as a function of type of school and sex. Moral judgement scores of the girls were higher than the moral judgement scores of boys. The difference was found to be significant.

Pardhan (1992) conducted a study on the variation in the development of moral judgement of school students in different types of schools in relation to general intelligence, personal values, socio economic status and sex. He concluded that 1) there was a significant positive but moderate correlation between moral judgement and intelligence, 2) the girls exhibited significantly higher in moral judgement than the boys, 3) the 7th and 9th class students studying in privately managed schools scored significantly higher than govt. school counterparts, 4) the girls were found to have scored significantly higher than the boys in moral judgement.

Gill (1994) conducted a study on moral judgement of children as a function of their age and sex. The study revealed that children of higher age group (10-11 years) were higher on moral judgement. Further children of lower age group (8-9 years) were lower on moral judgement. Significant difference between boys and girls of same age group was also observed.

Pardhan and Thakker (1994) conducted a study on moral judgement among different types of school students in relation to intelligence and sex. They concluded that there was a significant and positive but moderate correlation
between moral judgement and intelligence. No significant sex difference existed in development of moral judgement.

**Armon (1997)** conducted qualitative study to describe, interpret, and appraise how teachers educate students morally. The study was three questions: (1) how do teachers in various settings define moral education? (2) How do teachers convey moral education? (3) What is the meaning and significance of teachers' intentions and practices for the curriculum in various settings and for curriculum theory in general? Participants include two public school and two Waldorf school teachers at elementary and secondary levels. Public schools include urban and suburban locations. Findings were: 1) teacher's definitions of moral education consist of three components. 2) teachers convey moral education through a relational process that permeates classroom life; 3) variations exist in how directly or indirectly teachers convey moral education; and 4) curriculum reveals the dynamic relation between teachers and the moral aims they set in response to student's needs. Gaps between teacher's intentions and practices as caring moral educators exist due to the lack of continuity, a critical perspective or dialogue. The barriers to teacher's caring efforts are personal, pedagogical, institutional or societal. In sum, teachers educate students morally according to who they are and students are as moral beings in responsive, caring relationship.

**Pavlovic (2002)** conducted a study to develop a broad picture of the moral experience and moral perceptions of pre-school special needs teachers as a group. This was followed by two interviews each of four preschool special needs teachers to gain an in depth picture of their individual perceptions of moral agency. It was found that these teachers face a wide range of moral challenges. They use very little moral language in discussing those challenges, and feel isolated with few options for advice or assistance. The participants showed a marked preference for reasoning about dilemmas based on the outcomes of various options available to them. While there was no evidence
that their reasoning corresponds to any of Kohlberg's stages, there was slight
evidence of a moral stance similar to an ethic of care. This suggests that, rather
than showing poor moral reasoning abilities, teachers may reason in a manner
that is not encompassed by Kohlberg's stage theory (1973). It was also found
that Rest's Four Component model (1999) does not adequately reflect the
processes of deliberation used by these preschool special needs teachers.

Clark (2003) conducted a study on the perceptions of teachers regarding their
roles as moral agents. Sixteen teachers from two school districts were
interviewed and asked three questions: Please describe a moral dilemma you
have encountered in the classroom, Why is that a moral dilemma, and What
did you learn in your teacher education program that has helped you deal
with moral dilemmas? The responses to these questions were somewhat
surprising in that teachers seemed rather ill at ease with the questions asked.
This led to a second study aimed at understanding some of the reasons for this
discomfort. In the second study, 25 teachers were interviewed and asked the
three original questions as well as additional questions to ascertain their
perceptions of acting as moral agents in the classroom. It became clear that
while teachers do see themselves as moral agents in the classroom, they are
not sure that this is a recognized part of their work. Thus, rather than
understanding how teachers reasoned through moral dilemmas, which is what
my first study hoped to ascertain, I learned that the moral domain is
experienced by teachers as a moral dilemma. This is particularly the case for
younger teachers. The findings of this study: a need for teacher education
programs to address teachers' moral agency. Three areas were identified as
needing to be addressed in teacher education programs: a) the relatively new
phenomenon of teachers no longer seeing their work as intrinsically moral.
b) Increasing awareness on the part of educators of the complexity of
the moral domain, and c) institutional constraints on teachers' moral agency.
Gartland (2003) explored the efficacy of case-based, web-based instruction for promoting the moral reasoning of teachers in both face to face and distance education contexts. A total of 33 participants at two different institutions of higher education took part in this study. All participants were pre-service or in-service teachers who enrolled in a CaseNEX (online program to enhance skill and professional development) course in order to receive graduate credit. To make comparisons, the groups were split in half, participants opting to participate in either the “live” or “virtual” delivery of the CaseNEX course. Results suggest that teachers were able to advance their moral reasoning skills during the CaseNEX intervention. Participant's gains were marked by an increasing preference for more complex moral schemas. Results also suggest that a collaborative, case-based approach can enhance the moral reasoning of teachers in both face-to-face and online contexts; that is, that one context is not superior to the other. An exploration of differential subgroup gains in moral judgement development further revealed that those who started with the lowest levels of moral judgement gained the most from their work on cases. As the initial level of moral judgement development increased, the gains decreased.

Hegarty (2005) conducted a study to identify the perceptions of teachers in grades seven and eight towards moral education, as well as the moral education strategies that teachers employ in the classroom. Additionally, the study investigated how often teachers use identified strategies and their perceptions of the strategies' effectiveness. The survey was sent to 620 teachers across the United States and the overall response rate was 52.9%. The findings of the study indicated that teachers across the United States in Catholic schools view moral education as an important aspect of Catholic schools. Moral education strategies are used by a vast majority of teachers, with each strategy identified on the survey being in use by at least 41% of the teacher population. The most used strategy was allowing students to reflect on real life moral situations. Religion teachers were found to more positively
view moral education and utilize more moral education strategies than those teachers who do not teach religion. Respondents indicated that a variety of challenges to promoting moral education exist in Catholic schools, with particular detriments being a disconnect between the home and the school, as well as negative influences from the media. Teachers also responded that they felt unprepared to address moral education in the classroom.

**Jadhav (2005)** studied on attitudes of college going students towards religion in relation to their personality type achievement motivation and moral judgement. The sample of study was 400 students (200 Boys and 200 Girls) of different college streams, and from nearly 13 different colleges (including Medical and Engineering) of Mumbai city. Result of this study revealed that moral judgment and Religious Attitude are not associated with each other. There is no significant difference in moral judgment of males and females. Gender has influence on the relationship between moral judgment and Religious Attitude. There is no inter-correlation between introversion and moral judgment. There is no inter-correlation between need for Achievement and Moral Judgment.

**Kataria (2006)** studied the moral judgement among the senior secondary school students in relation to intelligence and parenting. She found that 1) urban senior secondary school students have high moral judgement as compared to rural secondary school students, 2) Govt. and Private senior secondary school students have same moral judgement, 3) and gender wise female students had better moral judgement as compared to male students of senior secondary schools of Chandigarh.

**Frisancho (2006)** explored how the political-philosophical ideologies of individualism and communitarianism are expressed psychologically in the self, and how these ideologies are related to teacher's moral judgment and the moral culture of three types of schools in the city of Lima, Peru. Participants were 59 high school teachers, men and women, aged 23 to 55. A
Demographic Questionnaire, the Moral Judgment Interview (MJI), the Moral Self Interview (MSI), the Communitarianism and Individualism Interview and the Socio Moral Complexity of School Interview (SMC) were used in this study. Results indicated that teachers were mostly oriented towards the community, which was understood as a group of people who perform the same kind of activities or towards whom the person is attached. Results also indicated that moral judgement of teachers fell within the conventional range (levels 3-4). There were no significant differences on level of moral judgement among the three types of schools, although a significant difference in moral judgment was found between teachers’ ideological orientation (teachers with a clearer ideology had higher moral judgement). The majority of teachers described themselves using personal trait and social categories, and used strategies as rules for living. There was a statistically significant relationship between moral self description and school type; teachers from the Public school tended to describe themselves in social terms, whereas teachers from Progressive schools tended to do the same using principles. There was a statistically significant difference in frequency of SMC median across type of school, but no significant relationships between the Socio-Moral Complexity (SMC) medians and age of the teachers, years of teaching experience, and years of teaching in current school. No significant relationship was found either between socio moral complexity of the school and level of moral development (MR).

Smith (2006) conducted a research to find out how the teacher's levels of moral reasoning predicted how effective they would judge the various pedagogies to be in teaching moral thinking. The independent variable was represented by the Defining Issues Test, 2nd edition (DIT2). 68 teachers from southeastern Virginia schools participated in the research, of whom 63 were female and 63 were European-American. It was hypothesized that the complexity of the moral reasoning schemata would predict the perceived effectiveness of the various pedagogies, with the more complex schemata
predicting more strongly positive evaluation of those involving internalization of moral reasoning and more strongly negative evaluation of those involving punishment-avoiding and reward-earning moral reasoning. Only two of the pedagogies used were predicted by the teachers’ moral reasoning schemata, but there were some definite variations in how the pedagogies were evaluated. The researcher concluded that the teacher's judgements concerning the effectiveness of their pedagogies was not dependent upon their personal moral reasoning and proposed further research to explore both what elements influence pedagogical choices and what methods specifically lead students to adopt moral reasoning practices.

McDaniel (2007) purposed the study on predicting the moral judgment competence from developmental building blocks and moral emotions: A structural equation model. The current model also represents an attempt to bridge the two theoretical orientations of social learning/social cognition and cognitive structuralism. Findings and conclusions of this study were: A parsimonious set of analyses involving a three step process was chosen to test the model: a) image factor analysis, b) regression, and c) linear structural relations (LISREL) fit statistics. The current structural equation model was found to be a poor overall fit for the observed data. However, the measurement model fit well in terms of factor loadings and the structural model showed promising relationships among constructs. There was no support found for the integration of the theoretical orientations of social learning/social cognition and cognitive structuralism. However, the present study creates novel theoretical contributions, generates a structural equation framework for future multi-construct research, and provides knowledge about presently unexplored relationships such as ascription to moral authority sources and moral emotions.

Ren (2008) explored comparison on the level of moral judgement of Government official. This study on the basis of Reidenbach and Robin’s five
dimension of multi-dimensional ethics scale and compiled multi-dimensional ethics questionnaire (MES) for civil servants and the general adult. To test credibility and effectiveness of the multi-dimensional ethics questionnaire (MES), Using the Northeastern University students, Anshan civil servants, university teachers, and the moral model for the reliability and validity of MES. Results showed that Multi-dimensional ethics questionnaire has good reliability and validity. The study consists of two parts: The first part is the use of civil servants samples to understand the level of moral judgement of civil servants, SPSS and Lisrel were used for analysis. Result of study was: Age and Qualifications of civil servants has a significant impact on the level of the moral judgement. The second part is comparing the level of moral judgement among the civil servants, college teachers and college students. Analyzing the four groups, the moral model has the highest MES index, MES college students have the lowest MES index and four groups were significantly different. The use of MES makes a new method for Civil servants morals quality evaluation. The way that suggested for consistency should be make a positive role in construction of civil servants moral, improving moral level for civil servants.

Hunter (2010) study focuses on whether there is a difference in the moral identity of teachers who serve underprivileged students in the inner city and teachers who serve more affluent students in the suburbs. Insight into the moral identity of teachers of the underprivileged was achieved by utilizing both quantitative and cognitive anthropological qualitative methods, and focusing on the role of moral judgment, religiosity and personality. The teachers were categorized based on educational environment (inner city or suburban), educational experience (taught for less than ten years or more than ten years) and educational level of teachers (Bachelors or either a Masters or Educational Specialist degree). The Defining Issues Test 2, a measure of the moral judgment did not reveal significant differences in the scores of inner city teachers (N=29) and suburban teachers (N=32); teachers who taught less
than ten years (N=27) and teachers who taught more than ten years (N= 34); and teachers who did not have a graduate degree (N= 22) and teachers who did have a graduate degree (39). The Quest Scale on the Religious Life Inventory (Batson, 1993) is an open-ended, questioning approach to religion that is associated with reduced authoritarianism, tolerance, and universal compassion (Batson, 1983). A one-way Anova revealed no significant difference between elementary inner city and suburban teachers on the Quest Scale \( F(1,61)= 1.859, p = .178 \); no significant difference between teachers who taught in the classroom less than ten years and those who have taught ten years or more \( F(1,60)=1.881, p =.175 \); However, higher quest scale scores for teachers with a graduate degree than teachers with a undergraduate degree only resulted in a significant difference between the two categories of teachers, \( F(1, 60)=7.460, p =.008 \). Cultural domain analysis, cognitive anthropology methodology, examined contrasts between inner city and suburban teachers in their classification and ranking of 21 qualities of a good teacher. Both categories of teachers classified the same qualities as either child-centered, with both equity and caring components, which are associated with moral cognition; or adult-centered, with both openness or interaction components. Inner city teachers preferred equity based qualities when interacting with students and suburban teachers preferred caring based qualities. Only the inner city teachers achieved cultural consensus in their classifying the 21 qualities of a good teacher, and neither group utilized the same cultural domain in classifying the qualities of a good teacher as they used in ranking the qualities of a good teacher. There was not a difference between the inner city and suburban teachers regarding a religious motivation for becoming a teacher. However, inner city teachers stated that there is a great sense of community and teamwork between inner city teachers in supporting one another to remain dedicated to their jobs. This sense of community and teamwork was not found among the suburban teachers.
Fahrig-Pendse (2011) conducted a study on exploration of the way in which two teachers manage, teach and think about their classes within the moral realm. The focus of this research is not the effect of a particular program upon students or the way in which students morally develop through interacting with their teachers; instead, this study addresses the way in which two teachers considered the moral element of their practices, engaged in discussions with one another regarding these subjects, and, ultimately the way that issues of moral education became visible within their classrooms. In order to concentrate on moral education as it pertained to the practices of teachers, two teachers were engaged in the research process with the researcher as a guide. Qualitative data were collected during the 2009–2010 school year at a suburban public elementary school where both teachers had been teaching for several years. The data collection process consisted of semi-structured interviews with two participating teachers, small group meetings held on a bi-monthly basis, weekly individual classroom observations, additional interviews with the school's principal and two supplementary teachers, and teachers' personal journals. Through the systematic investigation of the moral element of teacher's practices as they progressed in their routine year-long contexts, this study sought a greater understanding of teacher's conceptualizations of the moral aspect of their teaching.

Glaser (2011) examined the relationship between moral reasoning and attitudes about cheating on tests, essays, and other assignments. Moral-reasoning levels were based on the Defining Issues Test (DIT-1, short form), a measure of principled moral reasoning. Cheating prevention and punishment-attitude scores were calculated based on the Cheating Management Questionnaire (CMQ), a measure of teacher attitudes about cheating. Of teachers, 146 in-service high school teachers and 16 pre-service high school teachers participated in the study. T-tests were calculated between the two subgroups on moral reasoning, academic-cheating prevention, and academic-cheating punishment. Inter-correlations were calculated between the
3 measures for the in-service teachers. Supplementary analyses on the in-service-teacher group were conducted using demographic variables. Findings of this study were: Female teachers scored higher than male teachers on moral reasoning and demonstrated more stringent attitudes about implementing cheating prevention and punishment procedures. The differences on moral reasoning and prevention were statistically significant. In-service teachers group scored higher on the defining issue test than the pre-service teacher group. A 9.24-point difference was observed between the two groups. In addition, the in-service teachers showed more stringent attitudes toward punishing cheaters than did pre-service teachers.

Slagowski (2011) developed a reliable and valid measure of moral judgement for use in music education settings. The Music Education Professional Ethics (MEPE) was administered to undergraduate music education majors ($n = 121$) at sixteen NASM accredited four-year universities (11 public, 5 private). Participants were asked to rate the importance of ethical considerations written at different levels of moral judgment development as defined by Kohlberg (1981). There were no significant gender differences for participant ratings of pre conventional, conventional and post conventional considerations corresponding to each of the six dilemmas. For the photocopying and sacred music dilemmas, however, there were significant class standing differences with upperclassmen operating at lower levels of moral judgment than underclassmen. For the dilemma that involved a music teacher discovering a broken instrument, participants who would not punish the entire class had significantly higher moral judgment scores. Overall, there were no significant differences in P scores (a composite weighted ranking score traditionally used in moral judgment research) by either gender or class standing. P scores for undergraduate music education majors were comparable to those reported for college students and other pre-professionals in related research.
Srilatha (2012) conducted a study on emotional maturity, social maturity and moral judgement of the student teachers of Guntur District. 609 student teachers were selected as the sample of study. Results of study revealed that gender of the student teachers influenced their moral judgement, emotional maturity and social maturity. Type of family (joint/nuclear) has a bearing on the moral judgement but presence of siblings does not influence the moral judgement of the student teachers. The study also found that the moral instruction received at school level does not have a bearing on the student teachers moral judgement.

Sucharitha (2013) studied moral judgement of secondary school students in relation to some variables. This sample of study was from Telugu medium schools students of 9th, 10th class and Intermediate students run by Government of Andhra Pradesh. Findings of study concluded that sex had no influence on moral judgement of students. There was significant difference between rural and urban students regarding their moral judgement. This indicated that the variable locality had influence. No significant difference was evident between Arts and Science students. This indicated that the subject of study had no impact with their moral judgement. Among the different age group students, significant difference was observed between 13-14, 13-16, 14-16 and 15-16 years age group. This showed that age was influencing factor of moral judgement. Significant difference was observed when the size of the family is taken into consideration between 3-4, 3-7, 4-5, 4-6 and 5-7 members. That means, as the family size increases, moral judgement decreases.

Chaluvarajaswamy (2014) investigated the effect of theatre education activities on theatre proficiency, moral judgment and emotional intelligence of secondary school students. The sample of study included 120 participants who were studying in ninth standard in a couple of government schools of Mysore (Karnataka). Data were collected using three tools: (i) Emotional Intelligence scale; (ii) Moral Judgment scale; (iii) Theatre Proficiency observation
schedule. The findings of the study were: There was a significant difference between experimental group and control group in theatre proficiency, Moral judgment and Emotional intelligence and it also implied that the experimental group exhibited the higher theatre proficiency, Moral judgment and Emotional intelligence than control group. There was no significant difference in boys and girls of experimental group with reference to Moral judgment and theatre proficiency.

Chears-Young (2014) explored the association between teacher's moral judgement development and perceived self-efficacy and their relationship to change in student achievement. Participants in this study included 71 active elementary classroom and secondary mathematics teachers from an urban school district. An Anova and correlation showed a positive significant association between maintaining norms moral schema as assessed by the Defining Issues Test 2 (DIT2) and the Teacher Sense of Efficacy Scale - short form (TSES). The results also showed a positive significant association between maintaining norms moral schema and TSES' classroom management subscale. Anova and correlation showed a negative significant association between DIT2 post-conventional moral schema and the TSES total score and a negative significant association between post-conventional moral schema and TSES' classroom management subscale. Three progressive hierarchical linear models were tested to determine the amount of variance accounted by teacher's moral reasoning and self-efficacy beliefs at the student and classroom levels. Maintaining norms was determined to be significant in predicting students' normal curve equivalent gain scores on the state's Augmented Benchmark Math Exam. Teachers who were identified as predominately using maintaining norms arguments their students on averaged scored 3.56 points higher than those students whose teachers were identified as personal interest or post-conventional.
Veeraiah (2014) conducted a study on moral judgement and its correlates among secondary school teachers of Karnataka. The sample for this study was 1536 teachers drawn from the entire Karnataka state from its educational divisions: Shimoga and Davangere Districts from Bangaluru division; Chikkmangalore and Hassan Districts from the Division of Mysore; Gadag and Haveri Districts from Belagaum Division; and finally Bellary and Koppal districts from Gulbarga Division. Results of study were concluded as: Moral judgment was found to be significantly related to home, emotional and vocational adjustment of teachers. Moral judgment found to be not significantly related to Job Satisfaction. Moral judgment was found to be significantly related to only few components of attitude and found to be independent of total attitude scores. Moral judgment and mental abilities are not significantly related to each other. Female teachers possessed higher levels of moral judgment and lesser job satisfaction than male teachers. Teachers working in rural area had higher moral judgment scores than teachers working in urban areas. Teachers who taught arts subjects had higher moral judgment scores than science teachers. Age groups of teachers had limited influence over their moral judgment, adjustment, job satisfaction and attitude. Teachers working in private schools possessed higher moral judgment scores than teachers working in government schools and higher job satisfaction scores compared to teachers working in private schools. Teachers teaching science subject possessed lower moral judgment scores and high mental ability and job satisfaction. Socio-economic status of teachers had limited influence over their moral judgment, adjustment, job satisfaction and attitude.

Yadav (2014) studied the moral judgment among children at formal operational stage and its relationship with emotional intelligence, social adjustment and academic achievement. The sample of study was children of C.B.S.E. affiliated schools of Mahendergarh District. Results of study revealed that difference in sex showed difference in moral judgment at formal operational stage. A significant difference was found in the moral judgment
between boys and girls at formal operational stage. Girls showed higher Moral 
Judgment value compared to boys at formal operational stage. The children of 
rural and urban areas did not show any significant difference in the Moral 
Judgment at formal operational stage. Moral Judgment and total Adjustment 
showed high positive and significant correlation in total sample of boys and 
girls at formal operational stage. A low positive and significant correlation 
was found between Moral Judgment and Academic Achievement in total 
sample of boys and girls at formal operational stage.

**Choudhary (2015)** conducted a study on social maturity and moral judgment 
of adolescents with respect to their home and school environment. This study 
had been conducted on sample of 500 senior secondary school selected 
randomly from five districts of South Haryana. Results revealed that there was 
significant difference between moral judgment of male and female adolescent 
students. Female students were found to possess higher moral judgment 
competence than male students especially on dimensions such as retribution 
verses restitution and communicable responsibility. No correlation was found 
between moral judgment and home environment of adolescent students. There 
was significant positive correlation between moral judgment & school 
environment of adolescent students. Adolescent’s moral judgment level 
increases with creative stimulation, cognitive encouragement, acceptance, 
permissiveness and by providing control to them.

**Samanci (2015)** conducted a study on the link between moral judgment 
competences and critical thinking skills. The sample were a total of 76 fourth- 
and fifth-year (senior year) teacher candidates at the departments of biology 
(n=51) and primary education (n=25) at the Faculty of Education of a state 
university in Turkey. Results revealed that the participant's moral judgment 
levels were also found to be quite low. There exists a positive statistically 
significant weak relation between the participant's critical thinking skills and 
moral judgment competence (r=.23, p< .05). Results showed that the
participant's moral judgment competence levels did not differ for females (Mean=15.86; SD=12.45) and males (Mean=19.24; SD=10.04). Similarly, no difference was detected in moral judgment competence levels for primary education (Mean =16.56; SD=13.39) and biology (Mean =16.56; SD=11.58) education pre-service teachers.

**Wade (2015)** identified the differences in the moral reasoning development levels between undergraduate teacher education students enrolled in methods courses and graduate teacher education students enrolled in an alternative certification education program using the Defining Issues Test-2 (DIT-2) instrument. Based on Kohlberg’s (1978) theory of moral development, this study addressed four null and four alternative hypotheses. The hypotheses aimed to identify whether differences existed in the development of moral reasoning, moral reasoning development levels, moral reasoning dilemma decisions, and moral reasoning development scores based on gender, parental status, church attendance, age group, program type, desired teaching level, and perception of the adequacy of training among undergraduate and graduate teacher education students. Results revealed that moral reasoning development scores, moral dilemma decisions, and moral development scores based on gender, parental status, church attendance, age group, program type, or perceptions of the adequacy of training between the two student groups were not statistically significantly different. A statistical significant difference existed in the moral reasoning development levels and desired teaching levels (grades 1 through 6 or grades 7 through 12). Undergraduate students were significantly more likely to be at the lowest level of moral reasoning development level (personal interest) than graduate students. Because of the small sample size, a post hoc power analysis was conducted after the results were analyzed.

**Kiley (2017)** explored the relationship between principal mentoring programs and schemas of morality in principal's decision making. The Defining Issues
Test-2 (DIT-2) used as the quantitative measurement tool to assess moral reasoning in this study. The survey also included questions about mentoring experiences and principal demographics. The DIT-2 uses the following three moral schemas that: Personal Interest Schema, Maintaining Norms Schema, and Post-conventional Schema. Rest based the three schemas on Kohlberg’s (1958) moral development theory, which provides a framework for understanding various levels of moral judgment. The first part of research involves determining the moral schemas principals use when making moral judgments. Principals in various studies have not only identified a need to improve moral judgment, but also areas of improvement that would most benefit them. As a result, the second part of research explores how principal mentoring programs with an ethics component impact moral judgment in principals.

Ponce's (2017) study sought to examine if pictures representative of a moral scenario would increase empathic responses and subsequently affect an individual’s level of moral support for an individual in need. University undergraduates evaluated scenarios opposite of the typical deontological versus utilitarian paradigm. Scenarios within the current study examined a participant’s level of moral support to help an individual in need with either a relatively high or low cost of causing harm to others. Each participant rated how RIGHT and how WRONG they felt an action would be given each scenario (bivariate measurement) with ratings ranging from 0 to 5 on each scale. The analysis focused on whichever scale ("key questions") favored the interests of the person (or animal) at issue. Participants were then asked to complete the Interpersonal Reactivity Index (IRI) to measure self-reported affective and cognitive components of trait empathy. Results indicated no significant difference between the picture and no picture groups. Females showed significantly higher ratings of moral support and higher trait empathy than males. However, trait empathy did not correlate with these ratings. Thus, increased trait empathy among females was not responsible for increased
ratings of moral support. Instead, a contributing factor may be stronger tend and befriend behavioral dispositions in females that could function independently of current feelings of empathy. Oxytocin secretion and socialization of gender roles would help explain stronger tend-and-befriend behavioral dispositions in females than males.

From the review of the related literature discussed above, it can be concluded that there are few studies found in regard of moral judgement of teachers and students (Gerety, 1980; Simpson, 1990; Slagowski, 2011; Kumar, 2013; Seligman, 2013), moral reasoning (Geckler, 1985; Smith, 2006; Gartland, 2003; Glasser, 2011; Wade, 2015) and moral education (Bull, 1973; Armon, 1997). Moral judgement is affected by personal and environment factors (Rani, 1990), academic achievement (Bajpai, 1991), family environment and school environment (Parikh, 1975; Choudhary, 2015), size of family (Sucharittha, 2013), sex role identity, occupational role complexity in women (Geckler, 1985), moral experience and moral perception of teachers (Pavlovic, 2002; Clark, 2003; Hegarty, 2005), emotional and social maturity of teachers (Srilatha, 2012), emotional intelligence (Chaluvarajaswamy, 2014; Yadav, 2014), self-efficacy of teachers (Chears-Young, 2014), job satisfaction and adjustment (Veeraiah, 2014), moral judgement competence (Mcdanial, 2007, Samanci, 2015) and decision making related to schema of morality (Kiley, 2017). Most of the studies were conducted on children or senior secondary school students. Political philosophical ideologies related to moral judgement of teachers (Frisancho, 2006), level of moral judgement of government officials (Ren, 2008) and moral identity of teachers (Hunter, 2010) reflect the effect of social context on moral judgement. Many studies revealed that girls have early moral development of moral judgement than boys (Tripathy & Mishra, 1979; Padhan, 1991; Pardhan, 1992; Gill, 1994; Kataria, 2006). But there are few studies which indicate that no sex difference existed in development of moral judgement (Pardhan & Thakker, 1994). Majority of studies were conducted on moral judgement of students. But there
are only few studies which were moral judgement of teachers. Teachers make morally infused decisions on a daily basis and these decisions affect the moral tone and tenor of their classroom environments. Moral evidence from the review of related literature shows that not much research has been conducted on moral judgement of women teachers. So, the researcher got interested in studying the moral judgement of female teachers in relation to their mental health.

2.2 Review of literature related to Self-Silencing

Self silencing is the act of denying one’s own needs and feelings in order to maintain and save intimate relationships. When a person bottle neck his/her feelings, it adversely affect their mental health. Suppressed feelings and anger or emotions when unexpressed, gives birth to poor mental health among individuals.

Dohrenwend (1995) examined the trends in moral orientation among law students at a small mid-western law school. A second purpose was to examine self-silencing of moral perspective in these law students. Results provide some support for gender difference in moral orientation. Women law students scored significantly higher on self and other care, a manifestation of the care-orientation, at Time 1 and Time 2. In addition, an interaction effect (Gender x Time) was found for connected self, an overarching measure of the care-orientation. Post hoc t-tests on the interaction effect revealed males scored significantly lower at Time Two than at Time One and the change in males on Connected Self was significantly greater than the change in females. No main effects for gender or time were found for connected self. No main effects for gender or time were found for separate self, a measure of justice reasoning. No gender difference was found for self-silencing, although silencing the self was significantly correlated with Primacy of Other Care, a second manifestation of the care-orientation.
Towill (1998) conducted a study on silencing the self and depression in a Chinese Canadian sample. This study expands on initial work in silencing the self theory by exploring the relationship between silencing the self, depressive symptomatology, and ethnic identification, in a sample of 120 Chinese Canadian college students. Positive correlations were found between depressive symptomatology and silencing the self, for both men and women. Two facets of silencing the self, divided self and silencing the self were related positively to depressive symptomatology for women. For men, symptomatology was associated positively with Divided Self and external self-perception. Silencing the self was associated with Asian identification, for men and women. In a forward regression analysis, an interaction effect was found for women, but not for men. Specifically, for women, an interaction between high silencing the self and low Asian identification accounted for a significant 12% of the variance in depressive symptomatology. Silencing the self was revealed as the best predictor of symptomatology for men, accounting for a significant 16% of the variance in depression scores.

Newman (1998) determined the relationship between self-silencing, depression, gender role and gender role conflict in men and women. Fifty men and 50 women, 21-35, in committed relationships who were self-identified ethnically as White (85%), Hispanic/Black/Asian (15%) completed the Silencing the Self Scale (Jack, 1991), the Beck Depression Inventory-II (Beck, 1961), the Personal Attributes Questionnaire (Spence & Helmreich, 1978) and the Gender Role Conflict Scale (GRCS) (O'Neil, 1981). Results of hierarchical multiple regressions and zero order correlations showed that a positive relationship existed between self-silencing, gender role, gender role conflict, and depression for men but not for women and that men experienced significantly more gender role conflict than women in all areas except in the realm of conflicts between work and family, in which equal amounts were experienced by both men and women. Results of a partial correlational analysis showed that self-silencing moderated the relationship between gender
role conflict and depression in men, but not in women. Results may be limited in generalizability to white, educated individuals in urban settings. This study provided insight into how restricting internal needs, because they are inconsistent with society's dictates, is associated with psychological distress and depression in men and women. Therefore, it has implications for clinical work with individuals, couples, and families.

Remen (1999) conducted a research on silencing the self: an examination of a theoretical explanation for depression in women. The three studies which composed this investigation were designed to assess silencing the self theory, an explanation for depression in women that is based upon their relationship functioning. In Study 1, an examination of the longitudinal association among relationship satisfaction, self-silencing, and depression in college students revealed that satisfaction with dating relationships predicted later depression levels in women but not in men. Although self-silencing was found to predict relationship satisfaction for both women and men, contrary to the theory, self-silencing did not predict depression. Also inconsistent with the theory, men's scores on the Silencing the Self Scale (STSS), the measure used to assess self-silencing were significantly greater than women's. Because of the uncertain construct validity of the STSS, two additional studies were conducted to evaluate the scale. In Study 2, a factor analysis of the STSS showed that the factor structure for women's responses supported the construct validity of the scale. In contrast, the factor solution for men revealed that men tended to interpret items in a manner inconsistent with silencing the self theory. Similarly, in Study 3, support for the convergent and discriminant validity of the STSS was found to be stronger for women than men. These findings suggested that the STSS may not be a valid measure of self-silencing in men. Finally, the Conflictual Situations Task, a new measure for assessing reaction to conflict, was introduced. Results from this measure contrasted with what is predicted in silencing the self theory: Men were found to be more likely than women to indicate that, in the face of relationship conflict, they would
withdraw to avoid relationship losses and open conflict. Conversely, women were more likely than men to indicate that they would be assertive when confronted with problems in their relationships. Together, these studies suggested that, whereas college men may exhibit self-silencing behaviors in their relationships to a greater degree than women, intimate relationship functioning is more closely associated with depression in women than men.

**Austin (2001)** studied the attachment style and self-silencing behavior in conjunction with relationship satisfaction for a volunteer sample of 93 women in a university community setting. This study examined the extent to which these variables together account for the variance in relationship satisfaction. A hierarchical regression analysis determined that attachment style accounted for 19% of the variance while self-silencing contributed an additional 36%. Trends emerged suggesting that respondents with secure and dismissing attachment styles report less self-silencing and higher relationship satisfaction while respondents with fearful and avoidant attachment styles report higher levels of self-silencing and lower levels of relationship satisfaction.

**Murphy (2003)** conducted study on silencing the self: depression, oppression, and gender. In this study the relationship of gender to self-silencing and depression in a population of college students (n=200, 100 women and 100 men of diverse ethnicities, 50% Asian, 25% Caucasian, 14% Latinos). It was discovered that there were no significant differences in the correlations of these measures with each other across gender. Several other measures were also given to participants to assess, if these variables may help in explaining the gender disparity of depression; the measures given were silencing the self scale (STSS), the Beck Depression Inventory (BDI), the Erwin Identity Scale (EIS), the International Style Questionnaire (ISQ), the Relationship Questionnaire (RQ) and the Relationship Specific Questionnaire (RSQ). There were differences found between genders on the relationship questionnaire and relationship specific questionnaire, which measure attachment styles. Women
were found to be more fearful in relationships than men as measured by the relationship questionnaire. Men were found to be more dismissing in relationships than women as measured by the relationship questionnaire and the relationship specific questionnaire. In the additional analyses, it was discovered that race was found to be a moderating variable of silencing the self. There were four principal findings: (a) Asians were more self silenced than Caucasians while Caucasians scored higher on identity as measured by the EIS than Asians; (b) but regression analyses demonstrated that STSS is a better predictor of depression for Caucasians than Asians; (c) and in separate runs for each ethnicity STSS was the only predictor of depression for Caucasians and EIS was the only predictor of depression for Latinos; (d) and in separate runs for gender STSS is a better predictor of depression for women and EIS is a better predictor of depression for men. The findings indicated that STSS is the only predictor of depression for Caucasians is significantly stronger than the finding that STSS is a better predictor of depression for women. Furthermore, the finding that EIS is the only predictor of depression for Latinos is significantly stronger than the finding that EIS is a better predictor of depression for men. These findings suggest that although there were differences between gender in the results of this study, the strongest results were found across ethnicity. These findings support the need for more research with diverse populations utilizing these measures.

Barclay (2004) conducted a study to explore the extent to which a collectivist values orientation and self-reports of psychological abuse from male partners predict women's self-silencing and a hypothesized cluster of personality style factors. The Individualism-Collectivism Interpersonal Assessment Inventory (ICIAI), the Subtle and Overt Psychological Abuse Scale (SOPAS), The Silencing the Self Scale (STSS) and The 16 Personality Factors-E Version (16PF-E) were administered to 66 women with significant relationship histories who were from diverse ethno racial, cultural and socioeconomic backgrounds. Results from bivariate and multivariate analyses supported the
hypothesis that both psychological abuse from male partners and collectivist values orientation each contributed significantly to the prediction of self-silencing and did not support relationships between the predictor variables and the hypothesized “conciliatory” personality style. Other findings of interest are reviewed including that demographic variables (ethno racial status, education, and income) do not predict women's self-silencing, and that income, age and education are not correlated with collectivist values orientation, but ethno racial status, in part, is correlated with collectivist values orientation.

**Bradberry (2005)** conducted a study on self-silencing behavior and its relation to depressive symptoms in Mexican and Mexican American women. The results of this study are important in that they clarify the relationship between self-silencing and depressive symptoms in both Mexicans and Mexican Americans, groups which had not previously been studied in this regard. Self-silencing was expected to be related to depressive symptoms in the U.S. samples, given the U.S. cultural expectation of assertiveness and expressiveness in women. The similar results were found for Mexican women that self-silencing may be depressogenic even when such behaviors are culturally sanctioned.

**Dishke-Hondzel (2007)** investigated the relations between the gendered personality constructs of self-silencing, agency, communion and their unmitigated counterparts and well-being in a sample of Canadian female Residence Assistants. Results confirmed that the agency and communion were significant predictors of positive effect whereas self-silencing and unmitigated agency were best able to predict low levels of life satisfaction and negative effect. Results of this study are examined in relation to the unique demands of the Residence Assistant job role and implications for student affairs and women's leadership.

**Lee (2009)** studied the self-silencing, cultural factors, and depression among Korean American women. This study examined the relationship between self-
silencing and depression among second-generation Korean American women, and explored how self-construal and acculturation may influence this relationship. This exploratory study investigated the extent to which: (1) self-silencing was related to depression in Korean American women, (2) self-silencing was related to cultural factors of self-construal and acculturation, and (3) the cultural factors of self-construal and acculturation influenced the relationship between self-silencing and depression. Results indicated that there was a significant correlation between self-silencing and depression for this sample. Furthermore, there was a significant positive correlation between self-silencing and interdependence, and a significant negative correlation between self-silencing and independence. No significant relationship was found to exist between depression and self-construal. Although there was no significant relationship between self-silencing and acculturation for the total sample or for the Korean-born women in sample, there was a significant negative correlation between these two variables for those women who were born in the U.S.

Johnson (2009) conducted a study on self-silencing and depression in women: examining the role of social support as a moderator. In order to investigate the role of social support as a moderating variable the present study was designed with two parts. The first adopted a quantitative paradigm to investigate the amount and satisfaction with the emotional and practical support received from the two sources (partner and others). The results found that depression bore a positive relationship to self-silencing and a negative relationship to social support but did not corroborate the expectation that social support would act as a moderator between self-silencing and depression. The second part of the study used qualitative methodology and involved small focus groups of high and low self-silencing women. Thematic analysis was used to analyze the narratives and the current study found that the women in the low self-silencing group self-silenced to preserve harmony in the relationship while the women in the high self-silencing group did so when they felt that others’ needs were more pressing than their own. In conclusion, social support
did not act as a moderator between self-silencing and depression in women. High self-silencing women received less social support and were less satisfied with the support they received from their partner and others, relied on more avenues of social support simultaneously, and self-silenced to preserve harmony in their relationships.

**Lubow (2009)** examined the relationship between the self-esteem and self silencing. The Rosenberg Self Esteem scale and silencing the self scale were used. A sample of 75 adult college women aged 18-24 were administered the Rosenberg Self Esteem Scale and the silencing the self scale. It was hypothesized that there would be a negative correlation between low self-esteem and high self-silencing and a negative correlation between high self-esteem and low self-silencing. Statistical analysis showed that there is a negative correlation between the two constructs, however the correlation ($p=\cdot062$) is not significant. Additionally, there may be a number of associated variables other than self-esteem that determine self-silencing, including communication style, attachment style, and power.

**Kurtis (2010)** conducted a study on self-silencing and well-being among Turkish women. Silencing the self theory (Jack, 1991) theorized that societal devaluation of female-related self promotes self-silencing among women in romantic relationships and thereby threatens their well-being. A cultural psychological perspective suggests that these dynamics may reflect the location of silencing the self theory (STST) in cultural worlds that promote independent constructions of self. Drawing upon a cultural psychological analysis, the present study considered the hypothesis that implications of silence for well-being may be less damaging in Turkish settings that promote more "interdependent" constructions of self. Consistent with this hypothesis, but inconsistent with previous research, results of a survey study revealed that two dimensions of silencing the self scale: self-silencing and care as self-
sacrifice were unrelated to relationship satisfaction and depression. Discussion considers implications for women's silence and well-being in Turkish context.

**Shouse and Nilsson (2011)** studied self-silencing, emotional awareness, and eating behaviors in college women. Self-silencing (the suppression of expressing one’s thoughts, feelings, and needs) can have a negative impact on the mental health of women, from depression to disordered eating behaviors. The relationship was examined between self-silencing and disordered eating as well as intuitive eating. It was further explored whether emotional awareness would moderate these relationships because conflicts over expressiveness are associated with emotional problems and eating disorders. The sample comprised of 140 college women (52% White; 36% Black) under the age of 24 from a mid western urban university. Their results revealed that emotional awareness moderated the relationships between self-silencing and disordered eating and intuitive eating. Specifically, when there were lower levels of emotional awareness, self-silencing with disordered eating and intuitive eating were unrelated; however, with higher levels of emotional awareness together with more self-silencing, participants presented with more disordered eating and less intuitive eating. The findings highlight the importance of supporting women's emotional awareness in conjunction with their expressiveness of thoughts, feelings, and needs to increase intuitive eating and decrease disordered eating.

**Condylis (2012)** conducted a research on self-silencing, submissiveness and loss of self in women: gender differences in depression. This study extended previous research on gender differences in depression by examining the experience of women who engage in self-silencing and submissiveness to the extent of experiencing a loss of self. Eight such women (all Caucasian) were interviewed and their responses evaluated to gain insight into factors that produce self-silencing and submissiveness in a female population. The data was also examined to evaluate the verity of a claim in past literature that self-
silencing and submissiveness in women is primarily the result of a power differential in the male/female relationships. The findings revealed that self-silencing and submissiveness in women appears strongly related to early character adaptations to an emotionally unavailable mother, that these behaviors tend to be repeated throughout life in both relationships with men and women, and that focusing on the other to the detriment of one's development of the self leads to a lack of mutual, authentic relationships, an inability to follow personal career goals and ultimately depression. Gender factors that might moderate the connection between self-silencing and submissiveness and depression were considered and discussed.

Oh (2012) conducted a study on self silencing, cultural values and well-being among Asian and European American women. Prior research has consistently demonstrated a positive relationship between self silencing and depression among both genders, but has not investigated the relationship between self silencing and anxiety. The study utilized 102 Asian American women and 119 European American women between the ages of 18-44. The study replicated a positive relationship between the self silencing and depression. Initially, it was hypothesized that there was a significant positive correlation between self silencing and anxiety, but after controlling for depression and stress there was no significant relationship between self silencing and anxiety. Age emerged as a strong predictor of self silencing in addition to depression. Additionally, age proved to have a significant impact on the differences between the two ethnic groups.

Clark (2014) conducted a research on mindful silence: mindfulness is a protective factor against the negative outcomes of self-silencing. Sixty-seven undergraduate students and 60 of their partners participated in the study and found that trait self-silencing predicted relationship conflict, relationship dissatisfaction, negative effect, and daily self-silencing. Furthermore, trait self-silencing moderated the relationship between daily self-silencing and negative
affect while the self-silencing subscale moderated the relationship between daily self-silencing and daily relationship satisfaction. Daily self-silencing was more harmful when individuals were high in trait self-silencing. Findings also revealed that mindfulness moderated the relationship between trait self-silencing and measures of relationship satisfaction and depression. This study argued that mindful self-silencing may not be associated with the same negative consequences as trait self-silencing. Individuals who are non-judgmental and aware may be able to self-silence more strategically and effectively, without negative outcomes on their relationship satisfaction and their mood. This is consistent with research indicating that mindfulness is associated with more effective emotion regulation (Corcoran, Farb, Anderson, & Segal, 2010) and communication patterns in relationships (Barnes et al., 2007). Silencing the self, when accomplished with an attitude of acceptance and awareness, may not be harmful.

**Rasmussen (2014)** analyzed the effects of using expressive arts as a medium for facilitating anger expression in women. A three-day weekend workshop was designed to educate women on expressive arts therapy and Jack's (1987) theory of self-silencing. The weekend provided women with the experience of expressive arts in conjunction with accessing suppressed anger. These mixed-methods multiple case study examined the experience of six women (ages 23 to 69) in recognizing, acknowledging, and expressing suppressed anger through expressive arts. Data were collected through in-depth background interviews, participant's journals, artwork from the weekend and final interviews at the conclusion of the weekend. Additionally, silencing the self scale was administered pre and post. A cross-case thematic analysis yielded six themes present in all cases: (a) anger is dangerous; (b) anger must be suppressed or I will alienate others; (c) I cannot share my real feelings; (d) expressive arts fosters self-awareness of emotions and self-silencing; (e) expressive arts fosters a sense of safety and freedom in being my true self; and (f) expressive arts fosters self-acceptance of anger. Participation in the
workshop produced substantial beneficial changes in all participants' manifestation of the six themes. The study's findings supported five summary statements about women's experiences of anger, their self-silencing, and their transformation through an expressive arts experience. The findings highlighted the role of group process as a therapeutic element. Suggestions were provided for future research.

**Reyes (2014)** conducted a study to determine whether there is a difference in self-silencing levels between Latina and White women and whether cultural, gender roles may affect self-silencing in Latina women. The sample of interest consisted of Latina and White women over the age of 18 and residing in New York (N=53) who were recruited through advertisement in local newspapers. An independent samples design compared self silencing levels in White and Latina females, and a correlational design investigated the relationship between traditional Latino gender roles and self-silencing in Latina women. Latina females experienced higher levels of self-silencing than did White females, and cultural gender roles were positively correlated to self-silencing in Latina women. Findings from both investigations were statistically significant. The research generates positive social change by identifying cultural factors that may facilitate self-silencing in Latina women. This knowledge may contribute to the development of culturally appropriate therapeutic strategies for this population, and in turn, may increase the visibility and voice of Latina women.

**Arnold (2017)** researched to explore the live experiences of the silenced female leader by investigating how she was silenced, who or what silenced her, and the impact on her emotion, cognition, spirit, body, and leadership when she felt silenced. How she moved to purposeful voice and voice efficacy was also explored. The approach involved a mixed methods research study using a self-silencing measurement called the Silencing the Self Scale – Work. The instrument scores, along with results from four subscales, provided
additional context on how she was self-silencing. The scores were correlated with findings from the rich and detailed lived experience captured in participant interviews using interpretative phenomenological analysis (IPA), resulting in a four-quadrant typology. The findings conclude that female leaders are subject to multiple forms of system, relationship, and self-silencing. Female leaders perceive their silencers as unknowingly incessant and experience silencing by both men and women. When female leaders are silenced, all their domains are virally impacted which causes a diminished sense of agency. Women may leave their leadership positions or opt out of leadership, but these changes do not consistently bring voice recovery. Purposeful voice and voice efficacy come when women immerse themselves in community and focus on self-care.

Existing research on self-silencing focuses on aggregate measures of self-silencing. Self-silencing is a socially maintained phenomenon that inhibits women’s self-expression and input in society. The construct affects women, both individually and collectively, and has been linked to physical health problems, psychological issues, and the nature and quality of intimate relationships.

From the above discussion of review of related literature on self silencing, it is concluded that there were some studies which were conducted on self silencing (Reman, 1999; Barclay, 2004; Arnold, 2017). There were some studies found showing relationship between self-silencing and moral perception (Dohrenwent, 1995), personality (Dishke-Hondzel, 2007), depression (Towill, 1998; Newman, 1998; Murphy, 2003; Johnson, 2009; Lee, 2009), mindful silence (Clark, 2014), attachment style (Austin, 2001), gender role (Murphy, 2003; Newman, 1980; Reyes, 2014), submissiveness and loss of self in women (Condylis, 2012), Depressive symptoms in women (Bradberry, 2005), cultural factors (Lee, 2009; Reyes, 2014), self esteem in women (Lubow, 2009), emotional awareness (Shouse and Nilsson, 2011), well being
(Dishke Hondzel, 2007; Kurtis, 2010; Oh, 2012). From the studies discussed above it can be clearly seen that most of the studies were conducted on women. Most of the studies revealed that self-silencing (or the suppression of expressing one's thoughts, feelings, and needs) can have a negative impact on the mental health attributes like well being and depression among women. While very little research has actually been conducted exploring the relationship between self-silencing and mental health in India. The investigator has taken the other two variables i.e., mental health and moral judgement in context of women teachers only, so the investigator feels motivated to study the impact of self silencing in women teachers.

2.3 Review of literature related to Mental Health

Mental health is a state of well being in which the individual realizes his/her own abilities, can cope with the normal stresses of life and work fruitfully and is able to make a contribution to his/her community. It is an index which shows the extent to which a person has been able to meet his/her environmental, social, emotional and physical demands.

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

Prasanna (1984) studied certain mental health variables associated with high and low achieving adolescents. The investigator 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.

Abraham (1985) studied the relationship of psycho-social with mental health status. Psychological needs inventory, mental health status scale, students
adjustment inventory developed by the author was used for assessment. Correlation was used for data analysis. The results revealed that adjustment and other psycho-social factors (need for love, need for belongingness, need for acceptance etc.) were related to the mental health status of the students.

Singh (1987) studied the knowledge about the mental health of primary school teachers. He revealed that subjects from urban schools scored significantly higher on mental health knowledge questionnaire than the rural schools teachers and further found that age of the teachers was not related to knowledge about concept of mental health and factors contributing to it. Experience of teachers was also not related to the knowledge about the concept of mental health and factor contributing to it.

In a study by Mohapatra (1989) conducted a study on the mental health of teachers serving in primary schools of Puri town. Findings of study revealed that teacher's mental health depended on physical health. They expressed that a good social environment was necessary for good mental health.

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

Catherine (1992) conducted a study of burnouts, locus of control and mental health of teachers in eastern province of Kenya and concluded that male teachers are more concerned about their well being. They are more anxiety ridden, have less disabling symptoms, are less capable of establishing constructive relationships but are more capable of coping with ordinary demands and stress of life and have a high level of mental health as compared to their female counterparts.

Wu (1994) studied theoretical perspectives on age and gender differences in mental health: an empirical test of Taiwan. The study revealed that the elder
people and women had greater stresses of life strain and higher level of mental health symptoms.

**Sharma (1995)** studied the influence of recent life experiences on mental health of school teachers and found that psycho-physical strain was positively correlated with recent life experiences. Recent life experiences influenced the mental health of teachers. Male teachers are more inclined towards the mental illness rather than the female teachers.

**Brauer (1996)** conducted a study to determine the relationship between job demands, role ambiguity, work/family conflict, organizational resources, supervisor social support and women’s mental and physical health. Role ambiguity which is when a person’s job responsibilities are unclear and work/family conflict were consistently the largest predictors of poor mental health.

**Dhawan (1996)** found the relationship of mental health of prospective secondary school teachers with creativity, achievement motivation and attitude towards teaching profession. The study revealed that prospective school teachers have sound mental health and high and positive attitude towards teaching profession than the student teachers with low attitude towards teaching profession.

**Rao and Parthasarthy (1996)** concluded that young people’s ability and motivation to stay in school to learn and to utilize what they learn is affected by their mental wellbeing. School mental health programmes are effective in improving learning, mental well-being and treating mental disorders. Issues of mental well-being and psycho social competence affect the entire school community including students, teachers, school administration and members of the surrounding communities.

**Panda, Pradhan, and Senapaty (1996)** conducted a study on job satisfaction of secondary school teachers in relation to their mental health, age, sex and
management of schools and found in their study that the effect of mental health on the level of secondary school teacher’s job satisfaction is highly significant in favour of mentally healthy teachers.

**Sidhu (1999)** studied the awareness and practice of mental health principles on the part of teachers in relation to value, job satisfaction and divergent disciplinary orientations and found that teachers working in government schools have adequate awareness of a principle of adolescent’s mental health. Female teachers have greater awareness of principles of adolescent’s mental health than the male teachers.

**Kaur (2000)** studied occupational stress of high and higher secondary schools teachers in relation to mental health and coping resources. This study revealed that teachers are average in their mental health level. They take care of their personal well-being and are somewhat anxiety ridden. Male teachers are less anxious and have less disabling symptoms as compared to female teachers. Female teachers have capacity to cope with ordinary demands and stress of life and can establish constructive relationships easily.

**Wetzel (2000)** conducted a study on women and mental health: a global perspective. The investigator developed a model for the promotion of mental health and the prevention of mental illness among women, called development synthesis. The model integrated personal, social and economic development programming with crosscutting principles of mental health and theories of personal development.

**Hong (2001)** explores a study on teacher's conception on standards of student's mental health. In the implementation of the mental health education, teachers are the key factors. Through interviews and questionnaire, this study made a survey on teachers’ conceptions on student's mental health and explored how they defined the behavioral features of mentally unhealthy. Findings of study showed: 1. when evaluating student's mental health, teachers
didn't distinguish student's mental health from psychological aspects, instead mainly used their sensory experiences of student's learning activities in school. Teacher's expectations and requirements to different students are consistent with their sensory experiment reflecting that the teacher had different standards of evaluating to different students when they distinguished student's mental health and unhealthy. 2. Most of the teacher approved the standards of mental health which set by scholars. Conditional knowledge helped teachers to understand the standards, however it did not help teachers to distinguish student's behavior and students' mental health problems 3. Teacher's attitude to some standards set by scholars did not consist with their implicit standards. 4. When the standards of mental health were mixed with that of mentally unhealthy, the teacher was liable to overestimate the proportion of mentally unhealthy students.

**Kaur (2001)** conducted a study on mental health as related to vocational maturity of male and female prospective secondary school teachers and concluded that there is nothing known as mental health. At the most one can talk of optimum mental health, but that too in the light of individual differences. Mental health was found to be significantly related to total vocational maturity of the prospective secondary school teachers. Significant relationship was found between mental health of male and female teachers.

**Pal (2001)** conducted a comparative study of college and schools teachers towards creative learning and teaching in relation to mental health and found that teachers belonging to different mental health groups i.e (low. Average and high) do not differ significantly with regard to their attitude towards creative learning and teaching.

**Claro and Bedreqal (2003)** examined mental health status of teachers in 12 schools of Puente Alto, Santiago, Chile. One hundred twenty teachers (99 females) answered the questionnaire. A possible emotional problem was detected in 28.6%. The life prevalence of mental health problems was 32%.
Relationships with children were the best perceived and relationships with superiors were the worst perceived. A higher social valuation of teachers and better salaries were the two variables associated with a better satisfaction with work. The number of working hours was directly related to mental health problems. Multivariate analysis showed that age was independent and negatively correlated with Goldberg score and that general satisfaction with work was directly related to the quality of relationships with superiors. It was concluded that age and number of working hours were two risk factors for mental problems identified in this sample. A better social valuation of teachers work, better salaries and a good relationship with children and superiors should improve labor satisfaction.

Murray et al. (2003) found the impact of unemployment on the mental health of women in the context of massive unemployment. Comparisons were made between the level of mental distress experienced by unemployed and employed women, in two areas of Newfoundland, Canada that were affected by the northern cod moratorium. In addition, the relationships between women's mental distress and a number of variables were explored. Questionnaires were administered to 112 unemployed and 112 employed women three years after the moratorium began. The unemployed women reported significantly poorer mental well-being in the year prior to data collection. At the time of the study, however, both groups of women were experiencing high levels of distress. The moratorium, financial problems, and feelings of uncertainty were identified as key stressors for all the women, but especially for those without work. Among the working women past experience with unemployment and level of education had significant correlations with their mental well-being.

Batra (2005) conducted a study on mental health of secondary school teachers as related to their self concept, burnout and attitude towards teaching profession. The sample of 480 secondary school teachers selected from
government and private schools of Chandigarh. Significant relationship was found between mental health and self concept of secondary schools teachers. The teachers with good mental health had positive and realistic self concept. Significant relationship was found between mental health of secondary school teachers with their attitude towards teaching profession. The secondary schools teacher with good mental health had positive and favorable attitude towards teaching profession.

Sood (2006) found negative relationship between mental health and self-confidence of prospective secondary school teachers. Negative relationship was also found between mental health and total adjustment of prospective secondary school teachers and no difference was found between mental health of day scholars and hostlers.

Yardley et.al (2006) studied on mental health promotions. The sample was selected to include people with very different experiences of participation or non participation in falls-related interventions, but all individuals were asked about interventions that included strength and balance training. Results indicated that attitudes were similar in all countries and contexts. People were motivated to participate in strength and balance training by a wide range of perceived benefits (interest and enjoyment, improved health, mood and independence) and not just reduction of falling risk. Participation was also encouraged by a personal invitation from a health practitioner and social approval from family and friends. Barriers to participation included denial of falling risk, the belief that no additional falls-prevention measures were necessary, practical barriers to attendance at groups (e.g., transport effort and cost) and a dislike of group activity.

Walter, Gouze and Lim (2006) surveyed the study teacher’s beliefs about mental health needs in inner city elementary schools and found that disruptive behavior was endorsed by approximately 50% of teachers as the largest mental health problem facing their schools, and lack of information/training was
endorsed as the greatest barrier to surmounting mental health problems. The highest rated topics for in-service education were disruptive behavior disorder and implementing behavior plans. Although most teachers had taught students with mental health problems, most had little education in mental health and little consultation with mental health professionals. Correspondingly, teacher’s knowledge about mental health issue was limited, and they did not feel confident about their ability to manage mental health problem in their classroom.

**Bian and Fan (2006)** through their study teachers stress and mental health in middle school revealed that a significant correlation existed between burnout and personal well-being.

**Wang and Guo (2007)** studied the relationship among occupational stress, teacher burnout and mental health state of 564 primary and middle school teachers in Chinese Mainland. The results showed that there was significant correlation among occupational stress, teacher burnout and mental health along with the indication of prevalence of high level of occupational stress and teacher burnout and low level of mental health among teachers.

**Kaur (2007)** investigated the mental health and occupational strain among the school teachers. A sample of 286 teachers was taken from Muktsar and Ludhiana district of Punjab by using stratified random sampling. The result of study revealed that teachers differ in their level of mental health and occupational strain. Male and female teachers showed significant difference in respect of anxiety and disabling symptoms. Government and private school teachers had different level of mental health but they experience equal personal strain. Rural and urban school teachers are mentally healthy but differ in their level of psychological strain and vocational strain. Muktsar and Ludhiana district school teachers have different mental health and experience level of occupational strain.
Li (2009) conducted a study on supporting system for teacher's mental health in schools. This research was additional to the theory for management of teachers. Results were found: The teacher's overall health level is not ideal, which exposes problems. The school has not paid enough attention to the teacher's psychological health, psychological support system is not completed, and teachers' psychological self-assistant system is weak and so on. Through analysis, the author thinks the causes of above problems mainly are as follows: the school managers have a wrong sense, shackled by their own psychological problems, which leads to the limitations of the psychological inquiry room function, and most of teachers' abilities have not been displayed, etc. Against the causes, author has come up with solutions in adjusting sense error of managers, improving body psychological health level, expanding psychological inquiry room function and strengthening the teacher's roles of self-assistance and mutual-assistance; looking forward to promoting the perfection of school psychological support system and improving teachers' psychological health.

Nanda and Sidhu (2009) in their study entitled as impact of the parental encouragement on mental health of adolescents. This study revealed a significant difference between mental health of male and female adolescents, with apparently no significant relationship was found between parental encouragement and their mental health.

Virmani (2009) examined the effect of early childhood mental health consultation on teacher sensitivity over time, taking into account specific characteristics of early childhood mental health consultation that contribute to change in teacher sensitivity. 100 and 41 early childhood teachers serving economically disadvantaged 3 and 4 year olds in the state of Arkansas participated in this study. Findings from the study suggest that teachers participating in an early childhood mental health consultation intervention made significant gains toward sensitivity as compared to teacher's
initial levels of sensitivity. The quality of early childhood mental health consultation and teacher's experiences of early childhood mental health consultation predicted change in sensitivity as measured by the more positive interaction, less detachment and less punitiveness. Teachers with less classroom experience and lower sense of efficacy at the start of the study evidenced the greatest change toward sensitive care giving practices over the course of the intervention. Findings suggest that early childhood mental consultation may be a promising professional development intervention for the teachers in early childhood.

Hadjam and Widhiarso (2010) found in their research entitled psychological life skills and mental health that the role of life skills which includes six dimensions: emotional skills, social skills, self-esteem, communication, critical thinking and problem solving were able to predict individual mental health. The aim of this study was to test conceptual model that showed the role of life skills to mental health. Participants of this study was teachers (N = 260) from various provinces in Indonesia who are following event by Diknas in Jakarta. Life skills were measured by Life Skills Scale that consist six life skill dimensions, while mental health was measured by the Life Satisfaction Scale and Quality of Life Scale. Each variable was tested by measurement model of Structural Equation Model/SEM that produces the fit model. Analysis using SEM showed that model has goodness fit indices. These results provide strong support to the activities of mental health improvement of individuals through life skills programs.

Bharath and Kishore (2010) explored that 100 life skill educator (teachers) perceived positive changes in the students in the program in class room behavior and interaction. Life school education integrated into the school mental health program using available resources of schools and teachers was seen as an effective way of empowering adolescents in their study named
Kang (2010) explored the effect of collective psychological training on middle school teacher's mental health. In this study, the training of 32 voluntary front-line Middle School teachers had chosen as subjects. They were tested in the form of a weekly psychological workshop; Carry out, including teacher's self-awareness training, psychological stress and negative emotions adjustment and interpersonal communication skills training, commissioning etc. of the total of five systems of group psychotherapy training process. Use Symptom Checklist-90 Symptom Distress Scale and small psychological stress surveys groups as tools of pretest and posttest. Findings were reported as: 1. Mental health status of teachers is worrying Teachers’ mental health test results show that all targets were above the norm view of this, teachers’ poor mental health need to be concerned about. In the year, the mental health level of high school third-year teachers is relatively low; In the gender, the mental health level of female teachers is relatively low; In the class teacher or not, the mental health level of the class teacher is relatively low. 2. Group psychological training's influence on teachers' levels of psychological health is active and effective. At first, it improves the total levels; and second, it has obvious effects on Medical unexplained symptoms, Obsessive-compulsive symptoms, Interpersonal Sensitivity, Depression, Anxiety, Fear, Paranoid schizophrenia, Psychotic symptoms and other nine atoms, including hostility. All these showed that group psychological training on teachers indeed effect their psychological health levels and promote psychological health. 3. Group psychological training does good to teachers’ psychological stresses eased. Whether the analysis of investigation statistic or the teachers' subjective opinions has showed that their psychological stresses be eased during the process more or less. 4. Teachers show high recognition for the group psychological training.
Bai (2011) conducted a study on the relationship among cognitive flexibility, coping styles and mental health of the teachers in the middle occupational school. A total of 127 middle occupational school teachers were included in this study, through a questionnaire. The results show that: (1) the school teachers' psychological health level is lower than the national normal level, indicating teachers mental health issues are worthy of attention. (2) The active coping style and SCL-90 have significant negative correlation, mentally healthy people are more adept at active coping style .(3) There exist significant positive correlation between positive coping style and cognitive flexibility, and significant negative correlation between passive coping style and cognitive flexibility, indicating teachers with high cognitive flexibility tend to react actively, not passively. (4) Teachers with high cognitive flexibility generally have high level of psychological health.

Puri et al. (2011) conducted a study entitled supporting children’s mental health in schools: teacher’s perception of needs, roles and barriers. The purpose of this study was to examine teacher’s perception of current mental health needs in their school; their knowledge, skills, training experiences and training needs; their role for supporting children’s mental health; and barriers to supporting mental health needs in their school settings. Participants included 292 teachers from 5 schools districts. Teachers reported viewing school psychologists as having a primary role in most aspects of mental health service delivery in the school including conducting screening and behavioral assessments, monitoring student progress and referring children to school based or community services. Teachers perceived themselves as having primary responsibility for implementing classroom-based behavioral interventions but believed school psychologists had a greater role in teaching social emotional lessons. Teacher’s also reported a global lack of experience and training for supporting children’s mental health needs.
**Kaur (2011)** conducted a study on mental health, emotional and spiritual intelligence of government and denominational Secondary school teachers. The sample involved in the study consisted of 500 secondary school teachers of Chandigarh. Findings concluded that no significant difference has been found in the mental health of male & female teachers on the basis of type of schools in which they were teaching. Only male teachers of government secondary schools scored high in mental health in comparison to denominational secondary schools. Mental health of government secondary schools was found more than of denominational schools. No significant difference was found in the mental health of male and female teachers of secondary schools.

**Goel (2012)** examined teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health. A sample of 600 school teachers from Bathinda, Muktsar and Jalandhar districts of Punjab state was selected randomly. Four tools have been selected by researcher for collection of data- Teacher Effectiveness Scale by Umme Kulsum, Meera Dixit's Job Satisfaction Scale, Ashish Kumar Singh and Arun Kumar Singh's Differential Personality Inventory and Mental Health Check list constructed by Parmod Kumar. The findings of the study revealed that majority of the teachers were found highly effective, nearly half of the teachers in the sample had high job satisfaction and majority of the teachers had high decisiveness, responsibility and hetero- sexuality personality. Whereas majority of the teachers had less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self concept personality, more than half of the teachers in the sample had low mental health.

**Biswas (2012)** conducted a study on professional burnout in relation to emotional intelligence, mental health and social success of elementary school teachers on the sample of 500 elementary school teachers comprising 206 male and 294 female working in rural schools (N=226) and in urban schools.
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(N=274) as well as government schools (N=267) and non-government schools (N=233) which was drawn from the forty seven schools of three districts - Ludhiana, Hoshiarpur and Amritsar districts of the state of Punjab. Finding of study revealed that a significant relationship was found between mental health and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment dimensions of Burnout of elementary school teachers.

Green (2012) conducted a study to explore teachers' constructs of mental health and their reported responses to young people experiencing mental health problems: a grounded theory approach. The findings indicated that four conceptual categories emerged from the data. One of the conceptual categories indicated that the teachers had two constructs of mental health, with one construct suggesting teachers felt mental health language was limiting for young people. Conversely, it was also found that mental health language could have a motivating effect on the teachers in being able to know how to respond to young people with mental health problems. In addition, it was found that the teachers lacked confidence in sharing ownership of the term ‘mental health’. The research findings also highlighted two further conceptual categories with regards to the teachers’ responses to young people with mental health problems. The teachers were active in engaging in a collective responsibility with their teaching colleagues when responding to mental health problems. The teachers also used their interpersonal and intrapersonal skills to develop relationships with young people in the hope that this will help them to regulate and contain their emotions.

Mankani and Yenagi (2012) conducted a study to assess the status of mental health of the working and non-working women. The random sample consisted of 90 working and 90 non-working women of rural and urban area was selected from Dharwad district in Karnataka state. The study emphasized on
the influence of socio economic status on mental health of the working and non-working women.

**Ennies and Bunting (2013)** examines family health and perceived family burden as predictors of personal mental health, taking personal and socio-demographic factors into consideration. The effect of family burden and family health on personal mental health and found that Binary logistic regressions were used as means of analyses. Perception of family burden was associated with an increased vulnerability to personal mental health problems, as was the presence of mental health difficulties within the family health profile. Which member of the family (kinship) was ill bore no relation to prediction of personal mental health. Personal and socio-demographic factors of sex, age, marital status, education and household income were all predictive of increased vulnerability to mental health problems over the last 12 months.

**Satish (2013)** conducted a study on the relationship between emotional intelligence and mental health of government secondary school teachers of Ambala Cantt. The sample of 100 teachers was taken from secondary schools of Ambala Cantt. Findings of this study were: There exists no significance difference in the mental health of male and female secondary school teachers. This means mental health is independent of sex. 2. There exists significance difference in mean score of mental health of high and low emotionally intelligent secondary school teachers. This means that mental health of high emotionally intelligent secondary schools teachers is better than low emotionally intelligent secondary schools teachers. 3. There exits significant relationship between mental health and emotional intelligence.

**Irshad (2013)** conducted a study of general mental health in relation to self-disclosure, extraversion-introversion and social support. Findings of this research had demonstrated that all the three independent variables i.e., self-disclosure, extraversion-introversion and social support have an impact on general mental health. These findings are very important in the area of health
psychology as these findings recommend certain strategies by which general mental health may be improved.

**Behera (2014)** conducted a study to find out relationship between job satisfaction and mental health of mainstream school teachers in West Bengal. The researcher in this study collected data from 600 mainstream school teachers. All the teachers selected for this study were from West Bengal Govt. Sponsored and Aided Mainstream Schools. Tools were used for data collection in this study: Teachers Job satisfaction scale developed by S.P. Anand (1992). Mental Health Scale developed by S.P. Anand (1992). These two scales were adopted in Bengali Version by Nanda (2009). The results indicated that there was a positive relationship between job satisfaction and mental health of mainstream school teachers.

**Bogaert et al. (2014)** studied associations between different types of physical activity and teacher's perceived mental, physical, and work-related health and found that Flemish secondary school teachers have poorer perceived mental and physical health than a general healthy population. This difference is particularly evident among female teachers, who reported lower perceived health, more occupational stress, and more absent days compared to their male colleagues. Higher participation in leisure-time PA (Physical activities) was associated with a more positive perceived health. In contrast, higher levels of occupational PA and sitting time had a negative impact on perceived health. Total amount of PA, total amount of moderate-to-vigorous PA, transportation-related PA, and PA at home were not associated to teachers’ perceived health.

**Dittmar (2014)** studied the teacher's perceptions and efficacy for addressing the mental health needs of students. The research questions addressed the types of student mental health needs identified by educators, professional roles in addressing these needs, comparisons between newer and veteran teachers, and the barriers to supporting student mental health needs. The mental health needs and practices in Schools online survey instrument was used with 278
public PK-12 educators in a coastal Georgia community. Several findings emerged through descriptive analysis. The top mental health concerns reported were overt behaviors (66-81%); whereas anxiety (32%) and depression (20%) were among the lowest. Most educators reported deficiencies in knowledge (59%), skills (57%) and resources (69-71%) to support the mental health needs of their students effectively. No statistically significant differences were found between ratings from newer teachers compared to veteran teachers. School counselors were considered the lead professionals for implementing interventions, trainings, and consultations. Major barriers to supporting the mental health needs of students were identified. Further study is needed concerning educators' perceptions of school mental health at different stages of their careers and of the integration of evidence-based practices. This study contributes to social change by identifying the need for teachers to receive appropriate mental health training and encouraging the implementation of evidence-based school mental health programs.

Kidger et al. (2016) conducted a pilot cluster randomized controlled trial of a support and training intervention to improve the mental health of secondary school teachers and students- the WISE (Wellbeing in Secondary Education) study. Thirteen training observations, 14 staff focus groups and 6 staff interviews were completed, and 438 staff (43.5%) and 1,862 (56.3%) students (years 8 and 9) completed questionnaires at baseline and one year later. MHFA training was considered relevant for schools, and trainees gained in knowledge, confidence in helping others, and awareness regarding their own mental health. Suggestions for reducing the length of the training and focusing on helping strategies were made. A peer support service was established in all intervention schools and was perceived to be helpful in supporting individuals in difficulty (for example through listening and signposting to other services) and raising the profile of mental health at a whole school level. Conclusions also show that the WISE intervention is feasible and acceptable to schools.
Kratt (2016) examined teachers’ perspectives regarding the content and implementation of the educator mental health competency framework. The participants in the case study included 10 general education teachers from three public elementary schools in Southwest Florida. The data were collected through an online questionnaire, focus group interviews, and an individual interview. Findings of this study support the use of the mental health curriculum framework in the development of teacher mental health training. By doing so, teachers would be better prepared to address their students’ mental health needs.

Alonso-Marsden (2017) conducted a study on teacher decision-making about student mental health: the role of race and gender. Participants were 1,106 public middle school teachers in the state of North Carolina. Teachers were presented a series of vignettes that described complex behavior, including both internalizing and externalizing problems. Perceived child race and gender was manipulated via normed given names; vignettes were otherwise identical within each condition. Controlling for teacher demographics and randomized condition, vignettes with a male name were attributed more externalizing problems, rated marginally more severe, and more likely to be referred for academic and behavioral interventions than those with female names. Vignettes with Black names were less likely to be referred for mental health treatment and marginally more likely to be referred for academic services. Results of this analysis suggest that implicit racial and gender bias may play an important role in teacher assessments of problematic child behavior and referral for services.

Doumit et al. (2017) conducted a study to focus groups investigating mental health attitudes and beliefs of parents and teachers in south Lebanon. Using purposeful sampling, five focus groups were conducted with teachers and parents of students from elementary, middle, and secondary levels in two private hub schools in South Lebanon. A total of 27 teachers and 18 parents
participated separately in focus groups. Three results found: (a) mental health care is a priority for overall health (b) mental illness is a cultural taboo, and (c) There is a need for better education and cultural understanding about mental health. This is the first study in Lebanon directly targeted at parent's and teacher's mental health concerns.

Novickis (2017) examined urban cluster and rural teachers’ perceptions of their role in supporting children’s mental health and barriers to providing these services using the mental health needs and practices in schools. Additionally, teachers rated the extent to which they consider a list of 16 evidence-based interventions for young children efficacious. The teachers’ ratings of the evidence-based interventions expanded the research body, which previously studied whether teachers were familiar with evidence-based interventions. To ensure representation of both rural and racially diverse populations, cluster sampling was utilized. Paired samples t-tests indicated that rural teachers perceived a “lack of referral options in the community” was a significantly greater barrier to providing mental health services in schools than urban cluster teachers, \( t(50) = -3.602, d = 1.036 \). No other significant differences were found between urban cluster and rural teachers when utilizing paired sample t-tests to examine differences between roles and barriers to supporting children's mental health needs. Lastly, when examining teachers’ ability to rate the effectiveness of evidence-based interventions, the results indicate that both urban cluster and rural teachers have limited knowledge of intervention effectiveness.

With the dramatic changes and deepening of education reform, the issue about the mental health of secondary school teachers become more serious and an important factor to influence the formation of a teacher's healthy personality. The increasing effect from academic pressure, status pressure and social pressure has led to various mental health problems and even psychopathic among teachers. Not only have those mental problems
badly affected health of the teachers themselves, but also of the students and their personality developments directly. The problems may create a large number of students with low-leveled mental health, mental disorder and illness, impacting the students' learning outcome, relationship between teachers and students, and students' judgement for their own ways of development in society in future.

In the light of above review discussion, the investigator concluded that many researches were completed in context of mental health of teachers (Wetzel, 2000; Claro & Bedriqal, 2003; Li, 2009). These studies reveal that the mental health of teachers is affected by their family environment/conflict, (Mathur, 1972 & Brauer, 1996), their physical health/activity (Mohapatra, 1989; Bogaert et.al., 2014), life strain (Wu, 1994; Bian & Fan, 2006), life experiences, (Sharma, 1995), job satisfaction (Khaleque et al. 1992; Panda et al. 1996; Sidhu, 1999; Behera, 2014) and occupational stress or strain (Kaur, 2000; Kaur 2007; Wang & Guo, 2007). There are other variables like gender differences and age (Wu, 1994), recent life experiences (Sharma, 1995), creativity, (Dhawan, 1996), achievement motivation (Dhawan, 1996), perception and attitude of teachers towards teaching profession (Dhawan, 1996; Batra, 2005; Walter, Gouze & Limb, 2006; Doumit et.al., 2017), burn out and locus of control (Catherine, 1992; Batra, 2005; Biswas, 2012), self confidence (Sood, 2006), spiritual and emotional intelligence (Kaur, 2011; Satish, 2013), psychological life skill & training (Hadjam & Widhiarso, 2010, Kang, 2010), psycho-social (Abraham, 1985) which influence the mental health of teachers. Green (2012) studied teachers construct on mental health, Kratt (2016) studied mental health competency framework, Kidger et.al. (2016) studied support and training intervention to improve teacher's mental health. There are few studies which focused on the effect of unemployment on women (Murrey et.al., 2003) and status of working and non-working women (Mankani & Yenagi, 2012). Most of the studies were conducted on the mental health of teachers. This clearly indicates the importance of studying mental
health of teachers. Many researches indicated that teachers differ in their level of mental health i.e. high, average and low but at the same time male and female teachers also differ in their mental health. But there was no study found by the investigator which was especially conducted on women teachers. Female being the central part of society and because of immense relationship between education and society, the investigator felt motivated to conduct present research work in context women teachers.

2.4 Reviews related to Mental Health and Moral Judgement

Kaur (2002) conducted a study on moral judgement, intelligence and parental behavior as correlates of mental health. The sample of 500 adolescents was taken from government and private schools from Ludhiana district of Punjab. This study revealed that a significant positive relationship of mental health with moral judgement, intelligence and parent behavior of school adolescents were found. The adolescents with high level of mental health were higher in moral judgement and more accepted by parents than the adolescents with average and low level of mental health.

Archna (2011) conducted a study of mental health of adolescents in relation to moral judgement, intelligence and personality. The sample of this study comprised 820 adolescents drawn from senior secondary government managed Punjabi medium schools of Punjab by selecting 10 schools each from three selected districts. Findings revealed that there is positive and significant relationship of moral judgement with mental health of adolescents for total sample but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality. The relationship of mental health with moral judgement, intelligence and extroversion dimension of personality is stronger for the groups of adolescents having high mental health. The adolescents having high moral judgement had significantly higher mental health scores as compared to their low group of moral judgement counterparts.
Kaur (2013) conducted a research on mental health as a correlate to moral judgment among adolescents. The study revealed that a study of mental health as a correlate to moral judgment among adolescents of schools of Ludhiana district. For this study 300 adolescents were taken. Mental health checklist by Parmod Kumar (1992) and Moral judgment test by Urmila Rani (1991) is used to collect the data. A significant association among judgment on morality and mental health was found among adolescents of schools of Ludhiana district. Also, a significant association among judgment on morality and mental health was found among adolescents of schools of Ludhiana district with respect to locale as well as sex.

Reviewing the above studies, few researches were found in context of mental health and moral judgement. These studies were showing significant relationship between mental health and moral judgement of adolescents (Kaur, 2002; Acrchan, 2011; Kaur, 2013). No studies were found on the mental health and moral judgement among teachers which is very essential in present scenario. Because, teacher's mental health and moral judgements influence the whole teaching learning process as well as students. It is important to throw light on the current situation of women teacher's mental health and moral judgement because she has to manage her professional as well as social life. The effect of women teachers' mental health has a great impact on her moral judgements. Therefore, investigator was interested to know about the relationship between mental health and moral judgement among women teachers.

2.5 Reviews related to Mental Health and Self Silencing

Review of the related literature clearly reveals that there were no studies which were conducted to see the relationship between mental health and self silencing directly in India or abroad. But there are few studies which has taken the attributes of mental health like depression (Towill, 1998; Newman, 1998; Murphy, 2003; Johnson, 2009; Li, 2009) and well being
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(Dishke Hondzel, 2007; Kurtis, 2010; Oh, 2012) in relation to self silencing. Shouse and Nilsson (2011) had found that self-silencing (or the suppression of expressing one’s thoughts, feelings, and needs) can have a negative impact on the mental health of women. In the present scenario, advancement of life has caused the teachers to face a lot of stress and strain while making the equilibrium between home and professional life. Working women teachers faces this problem to the extreme conditions. Sometimes they fail or could not cope up with day to day tasks and went under self silencing in many aspects of life. Therefore, the need of the hour is to study the relationship between mental health and self silencing among women teachers.

2.6 Emergence of the Problem

Today the modern age of science and technology has increased the complexities of life, because of rapid individualization, urbanization, technical advancement and desire for more success. Therefore the individual’s life has become chaotic, full of stress and strain. The teacher is one of the most exposed persons in this present situation. He/she lives in a perceptual insecurity. To ensure the good quality of education for the future builders i.e. youth; it is necessary that the teachers should be mentally healthy as well as possess more moral values, fair in his/her decisions and free from the those situation or forces which made him/her silent. A good teacher is not one who is a good driller of facts but also a good builder of human and social relationships. The teachers are concerned with shaping of individuals. Teachers are expected to play a major role in shaping their future and have been central figure in the development of Nation which supports/enhance the cultural, linguistic and social heritage that define the essence of Nation. (Puri et. al., 2011)

As from childhood to adulthood the basic pattern of thoughts, feeling and behavior are established and the teachers are the ones who can do the most towards forming the effective foundation for adult’s happiness. In every field,
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education has its own importance. There are so many researches done in this field regarding teacher-student behavior, their intelligence and personality, adjustment to classrooms and environment their learning level and skills. These researches are done on both male and female teachers. There are very few researches dealing with the mental health of women teachers which is a very important aspect and that cannot be ignored. If the mental health of a teacher is good then only he/she will be able to teach the future builders of the nation to achieve the goals of education. A women teacher educator manages all her household work as well as her professional life (Mathur, 1972). It is very important for her to make equilibrium between her personal and professional spheres of life. In order to achieve this equilibrium she is occupied with lots of tasks to be completed and between all this she should be physically as well as mentally healthy in order to achieve the maximum output. Therefore, awareness about the importance of mental health issues among women is equally important to the other prevailing issues. So, it becomes very important that a women teacher must have a good mental health and she must possess the ability to make moral judgements and should be able to express her feelings otherwise she will face the consequences of self silencing.

Mental health is a priceless asset. The teacher can maintain the climate for healthy interaction if he/she is mentally healthy then he/she maintain and promote the mental health of teacher’s through the proper environment and healthy management of school affairs. Mental health depends upon the efficient working of body and mind. So, for a teacher it is very essential that his both mind and body should be in a balanced condition for maximum output. Investigator reviewed the researches (Wetzel, 2000; Claro & Bedriqal, 2003; Li, 2009) in context of mental health of teachers. Mental health of teachers may be affected by their family environment/conflict, (Mathur, 1972 & Brauer, 1996), their physical health/activity (Mohapatra, 1989; Bogaert et.al., 2014), life strain (Wu, 1994; Bian & Fan, 2006), life experiences,
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(Sharma, 1995), job satisfaction (Khaleque et al. 1992; Panda et al. 1996; Sidhu, 1999; Behera, 2014) and occupational stress or strain (Kaur, 2000; Kaur 2007; Wang & Guo, 2007). There are other variables like gender differences and age (Wu, 1994), perception and attitude of teachers towards teaching profession (Dhawan, 1996; Batra, 2005; Walter; Doumitet.al., 2017), self confidence (Sood, 2006), spiritual and emotional intelligence (Kaur, 2011; Satish, 2013). Green (2012) studied teachers construct on mental health, Kratt (2016) studied mental health competency framework. There are few studies which focused on the effect of unemployment on women (Murrey et.al., 2003) and status of working and non-working women (Mankani & Yenagi, 2012). Most of the studies were conducted on the mental health of teachers. This clearly indicates the importance of studying mental health of teachers.

No doubt secondary school teachers constitute the majority who further educate the majority. Teachers strongly affect the emotional and mental health of children, so teacher is the one who nourishes the moral values among the children. These are helpful for the children to take moral decision and moral judgements which is all possible if teacher himself/herself possess the moral values and have ability to make moral judgements. Majority of the studies were conducted on moral judgement of students which directly or indirectly relates to the moral judgement of teachers in terms of educational environmental factors (Rani, 1990; & Bajpai, 1991). Therefore, it can be clearly seen that moral judgement issues are very important for teachers as it is directly related to mental health conditions. Teachers strongly affect the emotional and mental health of children, so teacher is the one who nourishes the moral values among the children.

The investigator reviewed studies in regard of moral judgement of teachers and students (Gerety, 1980; Simpson, 1990; Slagowski, 2011), moral reasoning (Geckler, 1985; Smith, 2006; Gartland, 2003; Glasser, 2011; Wade, 2015). Moral judgement is affected by personal and environment factors
(Rani, 1990), academic achievement (Bajpai, 1991), family environment and school environment (Parikh, 1975; Choudhary, 2015), sex role identity, occupational role complexity in women (Geckler, 1985), moral experience and moral perception of teachers (Pavlovic, 2002; Clark, 2003; Hegarty, 2005), emotional and social maturity of teachers (Srilatha, 2012), job satisfaction and adjustment (Veeraiah, 2014), moral judgement competence (Mcdanial, 2007, Samanci, 2015). Most of the studies were conducted on children or senior secondary school students. Political philosophical ideologies related to moral judgement of teachers (Frisancho, 2006), level of moral judgement of government officials (Ren, 2008) and moral identity of teachers (Hunter, 2010) reflect the effect of social context on moral judgement. Many studies revealed that girls have early moral development of moral judgement than boys (Tripathy & Mishra, 1979; Padhan, 1991; Pardhan, 1992; Kataria, 2006). But there are few studies which indicate that no sex difference existed in development of moral judgement (Pardhan & Thakker, 1994). Majority of studies were conducted on moral judgement of students. But there are only few studies which were done on the moral judgement of teachers. Teachers make morally infused decisions on a daily basis and these decisions affect the moral tone and environment of their classroom. So the problem arises and not much research has been conducted on moral judgement of women teachers. So, the researcher got interested in studying the moral judgement of female teachers in relation to their mental health.

Self silencing is other term which defines as when a person bottles up his/her emotions and feelings because that person could not express them which is a sign of poor mental health. Poor mental health gives birth to the situation to ignore one’s own need and feelings in order to save and develop an intimate relationship. The term self silencing is directly related to mental health. Teachers are also affected by self silencing in terms of higher authorities or their colleagues teachers or from their family. Specially, for women teachers the situation arises when she has to take decision or to do
their work, sometimes she want something different from other but she has to silent herself because of his colleagues teachers, authority or family. She has to maintain balance between her professional and social life which is very challenging. So the researcher want to know how she make silent herself or not. For this investigator reviewed some studies which were conducted on self silencing (Reman, 1999; Barclay, 2004). There were some studies reviewed by investigator which are showing relationship between self-silencing and moral perception (Dohrenwent, 1995), depression (Towill, 1998; Murphy, 2003; Johnson, 2009), gender role (Murphy, 2003; Newman, 1980; Reyes, 2014), submissiveness and loss of self in women (Condylis, 2012), Depressive symptoms in women (Beadberry, 2005), self esteem in women (Lubow, 2009), emotional awareness (Shouse and Nilsson, 2011), well being (Dishke Hondzel, 2007; Kurtis, 2010; Oh, 2012). It can be clearly seen that most of the studies were conducted on women. Most of the studies revealed that self-silencing (or the suppression of expressing one’s thoughts, feelings, and needs) can have a negative impact on the mental health attributes like well being and depression among women. While very little research has actually been conducted exploring the relationship between self-silencing and mental health in India.

On the hand, few researches were found in context of mental health and moral judgement. These studies were showing significant relationship between mental health and moral judgement of adolescents (Kaur, 2002; Acrchana, 2011; Kaur, 2013). No studies were found on the mental health and moral judgement among teachers which is very essential in the present scenario. Because, teacher's mental health and moral judgements influence the whole teaching learning process as well as students, it is important to throw light on the current situation of women teacher's mental health and moral judgement because she has to manage her professional as well as social life. The effect of women teachers' mental health has a great impact on her moral judgements. The term self silencing is not directly but indirectly related to
mental health, there are few studies which has taken the attributes of mental health like depression (Towill, 1998; Newman, 1998; Murphy, 2003; Johnson, 2009; Lee, 2009) and well being (Dishke Hondzel, 2007; Kurtis, 2010; Oh, 2012) in relation to self silencing. Shouse and Nilsson (2011) had found that self-silencing (or the suppression of expressing one’s thoughts, feelings, and needs) can have a negative impact on the mental health of women. In self silencing, a person bottle up his/her emotions and feelings because that person could not express them which is a sign of poor mental health. Poor mental health gives birth to the situation to ignore one’s own need and feelings in order to save and develop an intimate relationship. It leads to the development of high rate of depression among women (Johnson, 2009). Women are simultaneously taught to define themselves through their relationships and to think of their relationships as having a much lesser value than professional accomplishments (Jack, 1991). Females are more engaged in establishing constructive relationships than males, so self silencing is commonly found in females.

The researcher being a teacher educator itself and had women colleagues also was influenced by the present challenges in teaching profession and felt the need of studying the mental health of female teachers as correlates to moral judgement and self-silencing behavior which are either directly or indirectly related to mental health. No research was found in Indian context which studies the variables of mental health, moral judgement and self silencing among women teachers. Hence, there was a need of studying the self silencing and moral judgement in relation to mental health among women teachers.

2.7 Significance of problem

In present scenario, every person wants to win the human race by any method. Day by day the mental status of every individual goes down by facing stress. This stress and strain affect on the mental health of every individual.
Mental health of an individual is also affected by this challenging life situations and irrelevant things in mind. The teacher is one of the most exposed persons in this present situation. Teachers educate the majority and affect the mind of youngsters and modify their behaviours. But, there are some factors which also influence the mind of teachers like stress, depression, environment, decisions and frustration and pressure of authorities. The teacher lives in a perceptual insecurity. To ensure the good quality of education for future builders i.e. youth; it is necessary that the teachers should be mentally healthy as well as possess more moral values which are affected to their decisions or judgements. Teachers strongly affect the emotional and mental health of children, so teacher is the one who nourishes the moral values among the children which are helpful for the children to take moral decision and moral judgement, which is all possible if teacher himself/herself possess the moral values and have ability to make moral judgement.

Therefore, awareness about the importance of mental health issues is equally important to the other prevailing issues. So, it becomes very important that a teacher must have a good mental health and must possess the ability to make moral judgements and should be able to express her feelings otherwise she will face the consequences of self silencing. Self silencing is other term which defines as when a person bottles up his/her emotions and feelings because that person could not express them which is a sign of poor mental health. Poor mental health gives birth to the situation to ignore one’s own need and feelings in order to save and develop an intimate relationship. The term self silencing is directly related to mental health. Teachers are also affected by self silencing in terms of higher authorities or their colleagues teachers or from their family.

A good mental health of teachers maintains a balanced between his/her social and professional life and the ability of moral judgements through which he/she distinguish between good or bad and right or wrong and make
decisions. Specially, for teachers the situation arises when he/she has to take decision or to do their work, sometimes he/she wants something different from others but they have to silent themselves because of their colleague teachers, authority or family which indicates self silencing. Teachers have to maintain a balance between their professional and social life which is very challenging. Hence, the investigator wanted to describe the importance of mental health for teachers like other issues and how they morally judge the situations and want to know how they are silencing themselves or not. For this purpose, researcher conducted a study on the mental health of women teachers as correlates to moral judgement and self-silencing behavior.

2.8 Rationale of the study

The rationale behind the problem is attributed to the following considerations which motivated the researcher to frame the topic of the research as stated:

- Firstly, a sound mental health of teachers is a very important for their efficient working in schools. The researches (Wetzel, 2000; Claro & Bedriqal, 2003; Li, 2009) were reviewed in context of mental health of teachers which provide base for study.

- Mental health of a person and moral judgement are very much interrelated to each other. If the mental health of teachers is not sound, neither they judge the situations rightly nor make decisions accurately. So the investigator wants to know, how much they are correlated to each other. The investigator reviewed some studies which indicated a significant relationship between mental health and moral judgement of adolescents (Kaur, 2002; Acrchna, 2011; Kaur, 2013) provide base and support the present study.

- Mental health and self silencing are also correlated to each other. In the present scenario, advancement of life has caused the teachers to
face a lot of stress and strain while making an equilibrium between home and professional life. Sometimes they fail or cannot cope up with day to day tasks and go under self silencing in many aspects of life. Shouse and Nilsson (2011) had found that self-silencing has a negative impact on the mental health of women which provides base for the study.

2.9 Title of the Problem

MORAL JUDGEMENT AND SELF SILENCING AMONG WOMEN TEACHERS IN RELATION TO THEIR MENTAL HEALTH

2.10 Statement of the Problem

To study the moral judgement and self silencing among women teachers of Punjab and Chandigarh in relation to their mental health, and the type of schools they are teaching i.e. Private and Government, and the experience they are have in teaching.

2.11 Objectives of the study

1. To construct and standardize the Moral Judgement Scale.

2. To study the relationship of mental health of women teachers of senior secondary schools with moral judgement.

3. To study the relationship of mental health of women teachers of senior secondary schools with self silencing.

4. To study the relationship of moral judgement of women teachers of senior secondary schools with self silencing.

5. To compare the mental health of women teachers of Government and Private senior secondary schools of Punjab.

6. To compare the mental health of women teachers of Government and Private senior secondary schools of Chandigarh.
7. To compare the mental health of women teachers of senior secondary schools in relation to their level of teaching experience i.e. 0-10 years, 11-20 years, 20 years and above.

8. To study the moral judgement of women teachers of senior secondary schools with good and poor mental health.

9. To study the self silencing of women teachers of senior secondary schools with good and poor mental health.

10. a) To study moral judgement among women teachers of Government and Private senior secondary schools of Punjab.
    b) To study moral judgement among women teachers of Government and Private senior secondary schools of Chandigarh.

11. a) To study self silencing among women teachers of Government and Private senior secondary schools of Punjab.
    b) To study self silencing among women teachers of Government and Private senior secondary schools of Chandigarh.

12. a) To study the relationship between mental health and moral judgement among women teachers of Government and Private senior secondary schools in Punjab.
    b) To study the relationship between mental health and moral judgement among women teachers of Government and Private senior secondary schools in Chandigarh.

13. a) To study the relationship of mental health and self silencing among women teachers of Government and Private senior secondary schools in Punjab.
    b) To study the relationship of mental health and self silencing among women teachers of Government and Private senior secondary schools in Chandigarh.
14. a) To study the relationship between moral judgement and self silencing among women teachers of Government and Private senior secondary schools in Punjab.

b) To study the relationship between moral judgement and self silencing among women teachers of Government and Private senior secondary schools in Chandigarh.

15. To ascertain the conjoint contribution of self silencing and moral judgement to the total variance in the mental health of senior secondary schools women teachers of Punjab and Chandigarh.

2.12 Hypotheses of the study

1. There exists no significant relationship between the mental health and moral judgement among the women teachers of senior secondary schools.

2. There exists no significant relationship between mental health and self-silencing among the women teachers of senior secondary schools.

3. There exists no significant relationship between the self silencing and moral judgement among the women teachers of senior secondary schools.

4. a) There exists no significant relationship of mental health and moral judgement among the women teachers of Government senior secondary schools of Punjab.

b) There exists no significant relationship of mental health and moral judgement among women teachers of Government senior secondary schools of Chandigarh.

5. a) There exists no significant relationship of mental health and moral judgement among the women teachers of Private senior secondary schools of Punjab.
b) There exists no significant relationship of mental health and moral judgement among the women teachers of Private senior secondary schools of Chandigarh.

6. a) There exists no significant relationship of mental health and self silencing among the women teachers of Government senior secondary schools of Punjab.

b) There exists no significant relationship of mental health and self silencing among the women teachers of Government senior secondary schools of Chandigarh.

7. a) There exists no significant relationship of mental health and self silencing among the women teachers of Private senior secondary schools of Punjab.

b) There exists no significant relationship of mental health and self silencing among the women teachers of Private senior secondary schools of Chandigarh.

8. There exists no significant difference between the mental health of women teachers of Government and Private senior secondary schools of Punjab.

9. There exists no significant difference between the mental health of women teachers of Government and Private senior secondary schools of Chandigarh.

10. There exists no significant difference between moral judgement of women teachers of senior secondary schools with good and below average mental health.

11. There exists no significant difference between self silencing of women teachers of senior secondary schools with good and below average mental health.
12. There exists no significant difference between the mental health of women teachers of Government and Private senior secondary schools with varying teaching experience.

13. a) The variable of moral judgement and self silencing will not significantly contribute conjointly to the total variance in the mental health of women teachers of senior secondary schools.

b) The variable of moral judgement and self silencing will not significantly contribute conjointly to the total variance in the mental health of women teachers of senior secondary schools of Punjab

c) The variable of moral judgement and self silencing will not significantly contribute conjointly to the total variance in the mental health of women teachers of senior secondary schools of Chandigarh.

2.13 Delimitations of the Study

The population of women teachers of senior secondary schools is very large but, it was not possible to cover the whole population. So, the sample of women teachers from the Punjab and Chandigarh were taken through stratified random sampling.

1. The present study was limited to 500 women teachers only.

2. This study was limited to Punjab and Chandigarh state only.

3. This study was limited to the women teachers of Government and Private senior secondary schools of Punjab and Chandigarh only.