

CHAPTER II

**REVIEW OF RELATED  
LITERATURE**

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### **2.1 Introduction**

Present chapter deals with the study in brief of related literature. Every research project should be based on all relevant thinking and research that have preceded it. When completed it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follow.

### **2.2 Review of related literature: Importance and need**

When the researcher fixes the research problem it is necessary to take the review of the earlier studies related to the subject. By this, researcher gets valuable guidance to determine the scope of the research problem, to fix the objectives of the research, to choose the sample, to fix up the research tools, to decide the process and to avoid the repetition.

**1. The review of related literature should be made for the following reasons.**

A review related literature is the basis of most of the research projects in all faculties.

**2 .It gives the researcher an understanding of previous work done.**

**3.It actually provides the data used the in the research.**

4.It enables to know the means of getting to the frontier in the field of research problem.

5.It would develop the insight of the investigator into the methods, measures, and approaches.

6.It helps the researcher in determining his research problem and defining it better.

7.It can help the researcher in making him alert to research possibilities that have been overlooked so far.

According to Walter R. Borg, “The review of literature in any field forms the foundation upon which all further work will be built.” Thus if one fails to by the review of the literature, his work is likely to be shallow and naïve and will often duplicate with work that has already been done better by someone else. In view of the facts Carter V. Good observes, “ In order to be truly creative and original, one must read extensively, critically as a stimulus to think.”

### **2.3 Some reference studies related to the topic of research:**

A huge research work is done in psychology of education, but stress studies are post 1980 phenomena. Life stress and burnout and consequent coping behaviors influence teacher behavior, teaching styles and related

activities in schools. Teacher's stress and anxiety have become a major concern while planning for teacher effectiveness.

Of all the metaphors that the human behavioral sciences have borrowed from their sister sciences and from literature, none has been more in need of habitation and name than the concept of stress. In the past it has been associated mostly with hardship, retardation, insult and affliction and it has been synonymous with noxiousness. Yet while some physicians, biologists, physicists, and engineers have equated stress with the more stormy battle conditions of living, no less an authority than Shakespeare spoke of stress as the thousand natural shocks that flesh is here to. If stress is a condition affecting elastic-that is living material, its impact can be conceptualized as having two results, one leading to increased elasticity, the other to increased rigidity. The process of living itself can be regarded as stressful, whereas death can be considered as an absence of stress.

The related studies are classified into following categories:

- 1) Studies related to causes of stress
- 2) Studies related to stress removing exercises
- 3) Studies related to relationship between stress and work
- 4) Studies related to influence of stress on working capacity
- 5) Studies related to stress and mental health

6) Studies related to stress and yoga

7) Studies related to stress and adjustment

### **2.3.1 Studies related to causes of stress:**

Otto Fenichel (1945) found that compulsive personalities tend to develop acute anxiety symptoms as a result of severe environmental stress, whereas persons burdened by chronic latent guilt tend to react to misery by becoming less anxious than before. The successful management of stress is emphasized as one road to mental health and functional effectiveness. Life is made up to a series of stresses, such as birth, entering school, adolescence, vocational choice, and marriage, which are all fraught with danger. Why can't we ease the passage and safeguard the often bewildered and bedeviled organism to meet expected stress situations effectively. (Galdston, 1956)

Evaluation appreciation is an issue of increasing import, as quality assurance procedures increasingly demand lesson observation. The phenomenon is currently under research in qualified teachers, although there is a modest body of research on student teachers. Capel (1997) questioned student teachers following first and second teaching practices on their levels and sources of anxiety. Evaluation appreciation emerged as the stressor in both practices.

A study of 1000 student teachers (Morton et al, 1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation appreciation .Of all stressors reported, classroom management anxiety was the only one decline following teaching practice.

Lewis (1999) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment.

### **2.3.2 Study related to stress removing exercises:**

Jain, Prabha (1990) for her Ph.D. studied 'A comparative study of progressive muscle relaxation and the cognitive method in the treatment of dysmenorrhea.'

Objectives of the study were: I) to study the effectiveness of different methods of treating dysmenorrhea i. e. progressive muscle relaxation, the cognitive method (CM), and a combination of PMR and CM and

ii) to study the relationship of the effectiveness of these methods with the material status of women .

A sample of 120 women (60married and 60 unmarried) indicating the presence of spasmodic dysmenorrhea participated in the study. They were in

the age range of 16-36 years, from Udaipur City. ANOVA and t-test were used for the data analysis.

Major Findings: All the three methods produced a significant effect. However PMR was found to be most effective in reducing its symptoms and the cognitive method led to the lowest change.

### **2.3.3 Studies related to relationship between stress and work:**

The effect of academic and anxiety related tension on academic achievement was examined (Manuel, 1982) using a correlation approach. Anxiety was negatively related to achievement.

Gupta A. (1992) found that test anxiety influences performance negatively on moderately difficult tasks among the high test anxious high intelligence group but not in the low test anxious high intelligence group. Systematic rational restructuring improved performance of the formal group (high school subject).

Stress impacts greatly on teacher retention. A study conducted for the Times Educational Supplement in 1997 found that 37% of secondary vacancies and 19% of primary vacancies were due to ill health, as compared to 9% of nursing vacancies and 5% in banking and the pharmaceutical industry. Recruitment also appears to be affected by representations of the stress. A poll of 2017 British adults conducted in April 2001 revealed that

teaching is seen as hard, poorly paid and held in low public esteem. Graduates had significantly more negative beliefs about teaching than non-graduates did.

Travers and Cooper (1997) studied cross-national comparisons of teacher stress. They surveyed 800 teachers in England and France about stress and found substantially different responses. 22% of sick leave in England, as opposed to 1% in France was attributed to stress. 55% of the English teachers as opposed to 20% of the French sample reported recently considering leaving teaching. There was substantial agreement between the English and French teachers as to sources of pressures, both groups citing classroom discipline, low social status and lack of parental support. However, English teachers reported more problems with long hours, overwork and political interference. When Travers and Coopers questioned British teachers across all educational sectors high workload, poor status and poor pay emerged as three major sources of stress.

A study by Male and May (1998) of learning support coordinators in Further Education Colleges further illustrate the importance of the above mentioned three factors. 35 coordinators were assessed for burnout, stress and health. Overall mixed evidence for heightened stress in this grouped



emerged, but there was strong evidence for work overload and excessive working hours, associated with emotional exhaustion

A factor related to workload is *role overload*, which takes place when an employee has to cope with a number of competing roles within their jobs. A study by Pithers and Soden (1998) has highlighted role overload as a significant stressor in teachers. They assessed level of strain, organizational roles and stress in 322 Australian and Scottish vocational lecturers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as a major cause.

In one recent study Griffith et. al. (1999) questioned 780 primary and secondary school teachers, aiming to assess the associations between stress, coping responses and social support. High levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies. Stepwise multiple regression revealed that coping style not only mediated the effects of environmental stressors, but also influenced teachers' perception of their environment as stressful. This is significant as it suggests that some of the stressors associated with teaching may not be inherently stressful but act as stressors only in transaction with coping style.

#### **2.3.4 Studies related to influence of stress on working capacity:**

Pickrel (1958) found that, person scoring high on a test of manifest anxiety were able to solve problems which contained only a few alternative solutions faster than a group scoring low on the same test. However, on problems that involve a greater number of alternatives or degrees of freedom low-anxiety students did better than high-anxiety students.

Mckeachie and others (1960) tested the hypothesis that the anxiety resulting from test items which were too difficult or ambiguous for students could be reduced if students were encouraged to write comments about the test items which “bugged” them. Such opportunities did indeed produce higher scores for those students who participated.

Calvin and others (1957) confirmed Mckeachie’s findings and also reported that those subjects who made the most comments showed the greatest improvement.

#### **2.3.5 Studies related to stress and mental health:**

It would be difficult to support the proposition that all students learning difficulties are related to mental health problems, there are research studies, which seem to indicate that there is circular interaction between learning competence and mental health. It has been found that in kindergarten, before academic goals are stressed, the child who achieves

best is not perceived any differently from the non-achiever. However, in the first and subsequent grades those children who become successful achiever also become the most socially acceptable and seem to have good mental health. (Buswell1953).

Mathur, D. A. (1982) studied Rorschach Diagnostic Indicators of Intelligence, Anxiety, Self-image and Level of Aspiration for Doctoral research.

The major objectives of the study were –

i) to evaluate the relative merits of the Rorschach test as a diagnostic measure for certain selected variables for the usage period (1950-65)at the Bureau of Psychology.

ii) to assess the concurrent validity of the Rorschach Diagnostic Indicators for certain selected variables by correlating them with another projective measure of personality and certain objective measures.

The data sample utilized for the study consisted of 175 Rorschach Protocols collected in the period of 1950 to 1965, which also had with them data of same subject for TAT and the Stanford-Binet and Bhatia Battery Performance Test of intelligence. These later tests were used for assessing the concurrent validity for the Rorschach test. The age range of the sample was 14 to 18 years.

The results indicated the following: The mean score analysis of both frequency scores and proportion scores (controlling number of responses) indicated a generally normal pattern of distribution for the Rorschach indicators used.

Teacher stress is a much-talked phenomenon, however there is little consensus between different professional groups regarding its aetiology, or how to tackle it.

In a survey of head teachers by the National Association of Head Teachers (NAHT) in May 2000, 40% of respondents reported having visited their doctor with a stress related problem in the previous year. 20% considered that they drank too much and 15 % believed they were alcoholics. 25% suffered from serious stress related health problems including hypertension, insomnia, depression and gastrointestinal disorders.

#### **2.3.6 Study related to stress and yoga:**

Broota, A. and Dhir, R. (1990) and Broota, A and Parekh, C. (1994) found that the Broota relaxation technique, consisting of yoga and autosuggestion, was better than Jacobson's relaxation technique.

#### **2.3.7 Studies related to stress and adjustment:**

Nayak (1982) analyzed job satisfaction and adjustment of married and unmarried women teachers. Job satisfaction was high among all teachers but

unmarried women teachers; married women lecturers had problems of adjustment. The study was an uncontrolled survey.

Lichter and others (1962) In an intensive study found that 45 girls and 60 boys who were about to drop out, was not the result of any specific learning failure but a broad educational disability resulting in increased anxiety and stress. The dropping out to the child was a positive kind of action, to the school it was a turning away and an escape.

One of the ways of dealing with stress and anxiety in any situation is getting out of the situation. Such action, however, is not possible for the underage child who is not doing too well in school and would like to leave. In an intensive study of 45 girls and 60 boys who were about to drop out, investigators found that the reason was not the result of any specific learning failure but a broad educational disability resulting in increased anxiety and stress. (Lichter and others, 1962)

The impact of defence mechanisms used by boys and girls on their mental health and adjustment on school and home was studied by Gagandeep (1986) using a fairly representative sample. The study revealed that negative defence mechanism lead to poor adjustment as is natural in both cases i.e. school and home.

A different approach to assessing the relationship between coping strategies and teacher stress was employed by Admiraal et. al. (2000), concerned with active verses passive responses to disruptive behaviour in the classroom. 27 student teachers gave a total of 300 responses to indicate their coping responses to everyday stressful classroom situations. A strong relationship emerged between a coping style involving active behavioural interventions and teacher satisfaction, and a weaker relationship with pupil time on task was also evident.

#### **2.4 Concluding Remarks on the Studies Related to Stress Reduction:**

The researcher studied 22 previously done studies related to the topic. He found that very few studies are related to student teachers. Most of the studies are related to teachers and other elder people in other occupations. Teaching competencies are not properly taken care of.

Progressive muscle relaxation is used in case of women by Jain Prabha. She got the significant results. Few studies are related to school going pupils. So, the researcher decided to study effect of Stress Reduction on Competencies of student teachers.