2.1 INTRODUCTION:

A critical review of the previous research work in the area related to one’s proposed work was more than a customary step in the research rather it was rightly regarded as a must for any research due to its main fold importance going through the report of researches conducted previously by others and related the proposed area of work made the investigator as well as the reader of his work up to date equip them with the latest information about the works done in the particular area of work.

Survey of related studies helped the investigator in the several ways like duplication of work can be avoided. It may help the investigator with many important guidelines regarding the appropriate method, suitable tools and necessary data for the present work. Again, it may bring to the topic of the researcher some more precautions to be taken and variables to be controlled. It gave the investigator ample opportunity to think and rethink at length and breadth of problem and various issues involved and planned and recognize his work accordingly. Thus review of related studies in the area had been proved to be an essential part in research work.

The investigator bring fully aware of the above facts had searched for what had been done previously by others in the area of present work. But investigator had not come across any such specific work in India that had been reported so far related to the field of his present work.

Though few works had been done in the field of job satisfaction and mental health of mainstream teachers and special teachers in India as well as in West Bengal but still today sufficient work had not been done in this field and most of them were not available to the present investigator. As present researcher intended to study in the present West Bengal context, the review of related literatures mainly considers the Indian studies and other than Indian studies.
Review of related literature covers from different sources as research materials, including books, magazines, periodicals, websites, scientific papers, journals, encyclopaedia, and researches of others. The investigator in this section wished to present a brief account of some related research work. So a detailed account of review of related literature is presented in a chronological order under the following headings:

2.2 Studies related to Job satisfaction of Mainstream school teachers
2.3 Studies related to Job Satisfaction of Special school teachers
2.4 Studies related to Mental Health of Mainstream school teachers
2.5 Studies related to Mental Health of Special school teachers
2.6 Studies related to Job Satisfaction and Mental Health of Mainstream school teachers
2.7 Studies related to Job Satisfaction and Mental Health of Special school teachers
2.8 Studies related to Job Satisfaction of Mainstream and Special school teachers
2.9 Studies related to Mental Health of Mainstream and Special school teachers

2.2 STUDIES RELATED TO JOB SATISFACTION OF MAINSTREAM SCHOOL TEACHERS:

Some of the pertinent studies are reviewed and reported hereunder:

2.2.1 Abas, Nurasyikin, Masood and Esa (2014) studied on ‘Job Satisfaction among Life Skills Teachers in Secondary Schools of Kluang District, Johore’. Objective: (i) To find out about job satisfaction among life skills teachers in Secondary Schools of Kluang, Johore. Sample: The total number of all Secondary Schools in Kluang District is 28 schools. In this research, researcher uses the total population of Life Skills teachers which is 84 of them. Findings: (i) The salaries and workload factors were at a high level in influencing the job satisfaction among the respondents. (ii) The length of service factor was at an average level.

2.2.2 Kayastha and Kayastha (2012) studied on ‘A Study of Job Satisfaction among Teachers, Higher Secondary School of Nepal’. Objectives: (i) To explore job
satisfaction amongst teachers in Higher Secondary Schools in Nepal. (ii) To explore the general level of job satisfaction. Sample: The sample for this study is based on the result interviews of 268 of teachers who are in the teaching staff of the higher secondary level school teacher of different cities of Nepal. The interview questionnaire was structured in format and required approximately 15-30 minutes to administer. Findings: (i) Job satisfaction in higher secondary level school teachers was satisfied in their occupation especially in teaching profession in Nepal. (ii) The dominant sources of job satisfaction in higher secondary level school teachers in Nepal appear to be work, co worker, and job in general.

2.2.3 Khan, Kundi, Khan, Khan, Khan, Yar (2014) studied on ‘The Cause-& Effect and Correlation between Job Satisfaction and Organizational commitment on Intention to leave among the Academicians in higher Educational Institutions of Khyber Pakhtunkhwa, Pakistan’. Objectives: (i) To find out whether there is any relationship between the job satisfaction, organizational commitment and intention to leave among the academicians of Gomal University, D. I. Khan. (ii) To investigate deep into the effect of job satisfaction and organizational commitment influence on the intentions to leave among the academicians of the Gomal University, D. I. Khan. Sample: The pilot study was conducted to determine the sample size through a statistical formula \[\frac{SD^2}{(E^2/Z^2)+(SD^2/N)}\] developed for finite population with 95% confidence level, generally accepted and used in social science research, which equals 1.96 z-values. One Public Sector University (Gomal University, D. I. Khan) was the population of this study. Using the same formula for the selection of sample size from finite population, a sample of 100 was selected. Findings: (i) There is a positive association between organizational commitment and job satisfaction i.e. \(r=\cdot531^{**}\) with 0.05 p-value giving 95% significance of the relationship, where organizational commitment have negative relationship with intention to leave i.e. \(r=\cdot448^{**}\) with p-value 0.05. (ii) Correlation between job satisfaction and organizational commitment are concerned, there is a positive association i.e. \(r=\cdot531^{**}\) at p-value 0.05, yet job satisfaction have negative correlation with intention to leave i.e. \(r=\cdot241^{*}\) with p-value 0.01 at 99% level of significance. (iii) The organizational commitment and job satisfaction explains the academicians’ (respectively) are the two predictors which are
explaining 22% (R²=0.217) of variation in the intention to leave of the academicians in higher education institutions at .000 level of significance. (iv) The role of job satisfaction in the prediction process is insignificant while organizational commitment is fully significant in predicting the change in the criterion variable.

2.2.4 Malik, Iqbal, Khan, Nasim, Yong and Abbasi (2011) studied on ‘Measuring job satisfaction, motivation and health issues of secondary school teachers in Pakistan’. Objectives: (i) To develop new scales through exploratory factor analysis to identify factors more concerned to teachers in a developing country scenario. (ii) To describe the relationship between teachers overall satisfaction with contribution, commitment with goals and health issues. (iii) To compare the results of current study with the previous ones in Teacher 2000 project. Sample: A total sample comprised 523 teachers. Study-1 with a sample size of 252 teachers was used to develop new scales using exploratory factor analysis from the perspective of a developing country like Pakistan, as the original questionnaire was designed and used in a developed country, Australia. In Study-2, a précised questionnaire with new scales was used to collect a sample size of 271 teachers was gathered to investigate overall satisfaction caused by factors relating to contribution, commitment and health issues. Findings: (i) Results of motivating factors towards teaching showed that though, teaching was not the first choice of majority of respondents, but they joined this profession as it would fit well with their family commitments. (ii) Majority agrees that training played a positive role in enhancing their teaching ability. (iii) The most important aspect is that majority is overall satisfied; currently more satisfied from the past and also willing to carry on this profession in future, especially females. (iv) Regression results showed that teachers’ contribution has positive relationship with their performance, whereas health issues are the source of decreased performance of teachers. (v) However, relationship of commitment with satisfaction found to be insignificant.

2.2.5 Moya-Albiol, Serrano, and Salvado (2010) studied on ‘Job Satisfaction and Cortisol Awakening Response in Teachers Scoring high and low on Burnout’. Objective: (i) To compare job satisfaction and the cortisol awakening response
(CAR) in teachers scoring high (HB) and low (LB) on burnout. Sample: The sample was composed of 64 full-time school teachers, 13 men and 51 women, with a mean age of 42.83 years (SD = 9.21) and a mean body mass index of 23.15 Kg/m² (SD = 2.77). Findings: (1) The results of the study suggest a general dissatisfaction with work along with a different functioning of the hypothalamo-pituitary-adrenocortical axis in HB teachers. (ii) Although non-significantly, they showed a lower magnitude of the CAR than LB teachers. When considering the whole sample, emotional exhaustion and depersonalization correlated negatively and personal accomplishment positively with each subscale of the job satisfaction questionnaire whereas cortisol levels or CAR did not correlate significantly with both burnout subscales and job satisfaction. (iii) These results should be taken into account when working to prevent burnout in teachers, as the modified parameters could be considered indicators of the onset or development of the syndrome.

2.2.6 Rosa, and Alessandri (2009) studied on ‘Teachers’ efficacy: promoting job commitment and job satisfaction’. Objective: (i) This study investigates the psychosocial wellbeing within the school context. Sample: A sample of 375 teachers drawn from Italian primary and middle (junior high) school. Findings: (i) This study attests to the validity of the proposed theoretical model, and reveals the pivotal role of teachers’ personal self-efficacy beliefs in influencing important organizational variables such as perception of the work environment, commitment to the organization and job satisfaction. (ii) The perception of the work environment mediates the influence of personal efficacy on collective efficacy, which in turn, influences job commitment and job satisfaction. (iii) These causal relationships play a very important role in and influence on teachers’ participation in creating personal and organizational psychosocial wellbeing.

2.2.7 Sisask, Värnik, Värnik, Apter, Balazs, Balint, Bobes, Brunner, Corcoran, Cosman, Feldman, Haring, Kahn, Poštuvan, Tubiana, Sarchiapone, Wasserman, Carli, Hoven, and Wasserman (2013) studied on ‘Teacher satisfaction with school and psychological well-being affects their readiness to help children with mental health problems’. Objective: (i) To find out whether and how significantly teachers’ satisfaction with school and their subjective psychological well-being are
related to the belief that they can help pupils with mental health problems. Sample: 2485 teachers selected from 158 randomly selected schools. Finding: (i) Logistic regression models showed that better satisfaction with general school climate, higher psychological well-being, and the ability to understand pupils’ mental health problems increased the odds of teachers’ readiness to help pupils with mental health problems.

2.2.8 Zeinalipoor, Fini, and Faghihi (2014) studied on ‘The Relationship between Organizational Culture and Job Satisfaction of Teachers in Bastak City Schools Job’. Objective: (i) To investigate the relationship between organizational culture and job satisfaction of elementary schools teachers in Bastak city. Sample: Statistical population of the study is all of Bastak city elementary schools teachers in academic year of 2012-2013, which are 371(195 males and 176 females) persons were selected. Findings: (i) The findings showed that organizational culture variable has a significant effect on teachers’ job satisfaction (F=51.9, p<0.0001). (ii) Organizational culture predicts 27% of the total variance of job satisfaction. (iii) Regression results indicate that organizational culture (β=0.52, p<0.0001) is a positive and significant predictor of job satisfaction. (iv) Results showed that there is a significant positive relationship between organizational culture and job satisfaction. The calculated correlation coefficient is equal to 0.56 and was significant at 0.01 level. Furthermore, it was indicated that components of organizational culture predict 32% of the total variance of job satisfaction. (iv) The components of organizational culture also has a significant effect on teachers’ job satisfaction (F=9.08, p<0.0001). (v) Regression results indicate that the component of attention to organization members (β=0.277, p<0.02) is a positive and significant predictor of job satisfaction, but the components of innovation and risk taking (β=-0.055, p<0.6), attention to details (β=0.135, p<0.2), attention to outcomes (β=-0.076, p<0.3), attention to the team (β=0.093, p<0.4), ambition (β=0.079, p<0.4) and persistence (β=0.159, p<0.1) are not predictors of job satisfaction.

2.2.9 Balwaria (2013) studied on ‘Job Satisfaction of Teacher Educators Associated With Professional Variable’. Objectives: (i) To develop a job satisfaction scale for teacher educators and to standardize it. (ii) To measure the job
satisfaction of secondary teacher educators working in the secondary teacher education institutes in Gujarat. (iii) To study the Job Satisfaction of teacher educators with respect to their professional variables viz. teaching experience and educational qualifications, Working conditions, level of Individual development, level of Responsibility, level of Recognition working in the secondary teacher education institutes in Gujarat. (iv) To study the relative importance of professional variables affecting the Job Satisfaction of teacher educators working in the secondary teacher education institutes in Gujarat. Sample: The samples of the study were teacher educators working in secondary teacher education institution in Gujarat. From the two hundred twelve (213) secondary teacher education institutes, 37 institutions were selected on the basis of stratified random sampling technique. 184 teachers’ educators from these 37 institutions constituted as the sample of the present study. Findings: (i) The job satisfaction of secondary teacher educators working in Gujarat was found to be independent of their educational qualification (more and less). (ii) Very low and positive correlation was found between the job satisfaction of secondary teacher educators and their professional variables viz. Working condition, individual development, level of responsibility, and level of recognition. (iii) Major personal variables those ranks from highest to lowest were educational qualification, teaching experience, area of working, age, marital status, sex/gender respectively responsible for higher job satisfaction of secondary teacher educators. (iv) Major professional variables those ranks from highest to lowest were level of individual development, service length, job security, rewarding system, working conditions, pay scale, and level of responsibility, respectively responsible for higher job satisfaction of secondary teacher educators.

2.2.10. Bharathi and Pushpa Rani (2013) Studied on ‘Job Satisfaction Of St. Joseph’s Higher Secondary School Teachers At Trichy’. Objectives: (i) To assess the socio –demographic characteristics of the teachers. (ii) To assess the level of job satisfactions among the teachers. (iii) To find out the factors influencing the job satisfaction among the respondents. (iv) To assess the value of reward systems. (v) To study the respondents perception about their job. Sample: The sample size of the respondents is 100. Findings: (i) 51 percent of the respondents are male. (ii) 6 percent of the respondent range between 40-50 years. (iii) 39 percent of the
respondent are educated Teacher Training. (iv) 30 percent of the respondents are having 10–20 years’ experience. (v) 94 percent of the respondents are preferred to locate in urban area. (vi) 50 percent of the respondents are receiving a scale pay of above 25000. (vii) 42 percent of the respondents are satisfactory with their pay package. (viii) 72 percent of the respondents are satisfied with working hours. (ix) 58 percent of the respondents are co-operative by respondent’s co-workers. (x) 59 percent of the respondents feel good about “Job security”. (xi) 51 percent of the respondents are having good “promotional opportunities”. (xii) 52 percent of the respondents feel that their job is “Recognised”. (xiii) 54 percent of the respondents are strongly agree “opinion about job provides a secure future of respondents”. (xiv) 53 percent of the respondents are strongly agreed “Services to the student”. (xv) 54 percent of the respondents are strongly agreed “opinion about decision on respondents own”. (xvi) 49 percent of the respondents are strongly agree “opinion about motivation from the management for 100% result”.

2.2.11 Chutia (2013) Studied on ‘Impact of teachers’ job satisfaction in academic achievement of the students in Assamese medium secondary schools of Kamrup district of Assam, India’. Objectives: (1) To measure the level of the Teachers’ Job Satisfaction in Assamese medium secondary schools of Kamrup district. (2) To measure the Academic Achievement of the students in Assamese medium secondary schools of Kamrup district. (3) To study the relationship between the Teachers’ Job Satisfaction and Academic Achievement of the Students in Assamese medium secondary schools of Kamrup district. Sample: The population of the present study comprises all the Assamese medium secondary schools of Kamrup district that is 466, however the sample has been confined to 100 schools (which is 21.46% of the population). The sample was selected in two stages. Firstly 100 schools were selected by using stratified random sampling from the total Assamese medium secondary schools of Kamrup district. In the second stage 1000 teachers were selected from the sample schools where 10 teachers from each sample school were selected randomly (5 male teachers and 5 female teachers). Findings: (i) The study revealed that the teachers in Assamese medium secondary schools of Kamrup district have a Good Degree of Job Satisfaction. (ii) The Academic Achievement of the Students in Assamese medium secondary schools of
Kamrup district is found to be very high. (iii) The Academic Achievement of the students in Assamese medium secondary schools of Kamrup district is very high as the Mean Academic Achievement score is found above 80%. (iv) There exists very negligible correlation between the Teachers’ Job Satisfaction and the Academic Achievement of the Students in Assamese medium secondary schools of Kamrup district.

2.2.12 Deshmukh (2014) studied on ‘A Study of the relationship between Job Satisfaction and teaching aptitude of teacher educators in colleges of education’. Objectives: (i) To study the job satisfaction of teacher educators in colleges of education. (ii) To study teaching aptitude of teacher educators in colleges of education. (iii) To study the relationship between job satisfaction and teaching aptitude of teacher educators in colleges of education. Sample: 23 B. Ed. colleges in Shivaji University, Kolhapur were taken. The teacher educators of all 23 B. Ed. Colleges (212) were selected for this study. Findings: (i) Most of B. Ed. College teacher educators have average job satisfaction. (ii) There is moderate positive correlation between job satisfaction and mental ability of teacher educators of B. Ed. colleges. (iii) There is substantial positive correlation between job satisfaction and attitude towards children of B. Ed. college teacher educators. (iv) There is high positive correlation between job satisfaction and adaptability of B. Ed. college teacher educators. (v) There is moderate positive correlation between job satisfaction and professional information of B. Ed. College teacher educators. (vi) There is moderate positive correlation between job satisfaction and interest in profession of B. Ed. College teacher educators.

2.2.13 Iqbal, Ali, Akhtar and Ahmed (2013) studied on ‘A Comparison of the Perceptions of Secondary School Teachers’ Satisfaction about their Jobs’. Objective: (i) To explore teachers’ satisfaction working in public sector secondary schools in Lahore district. Sample: Three hundred and twenty two secondary school teachers were randomly selected from sixty public sector secondary schools. Findings: (i) Female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. (ii) No significant difference was found in the job satisfaction between science & arts and urban & rural school
teachers. (iii) Age and work experience did not explore the job satisfaction difference in teachers.

2.2.14 Khan, Vera (2013-14) studied on ‘Job Satisfaction of Teacher Educators of Private B. Ed Colleges Affiliated to G.G.S.I.P. University, Delhi and M.D. University, Rohtak, Haryana: A Comparative Study’. Objectives: (i) To compare the level of job satisfaction of teacher educators working in private B. Ed College affiliated to G.G.S.I.P University Delhi and M.D. University Rohtak Haryana. (ii) To find out the level of job satisfaction of teacher educators of private B. Ed College affiliated to G.S.I.P University Delhi. (iii) To find out the level of job satisfaction of teacher educators of private B. Ed College affiliated to M.D. University Rohtak Haryana. Sample: A sample of total eighty teacher educators were taken from private B. Ed teacher training colleges (seven colleges from each university) affiliated to G.G.S.I.P University, Delhi and M. D. University Rohtak, Haryana. Findings: (i) The level of job satisfaction of majority of the teacher educators working in private B. Ed colleges under both the Universities (G.G.S.I. University Delhi and M.D. University Rohtak Haryana) was found low (68.50 %, 62.25 %). Thus they are less satisfied with their jobs. (ii) More than thirty percent teacher educators have shown high level of job satisfaction and they are more satisfied with their jobs. (iii) As per the main objective of the study; the t value was calculated as 1.97, which is ‘not significant’ at both the levels of confidence (0.01 & 0.05 levels). Therefore as per the null hypothesis that; ‘there is no significant difference in level of job satisfaction among the teacher educators of private B. Ed colleges affiliated to G.G.S.I.P university Delhi and M.D university Rohtak was ‘accepted’.

2.2.15 Gesinde, A.M., and Adejumo, G.O. (2012) studied on ‘Effects of age and work experience on job satisfaction of primary school teachers: implications for career counselling’. Objective: (i) To investigate the influence of age and working experience on job satisfaction of primary school teachers. Sample: 238 primary school teachers randomly selected from public and private schools in Ota, Ogun State, Nigeria. Finding: (i) There was significant positive relationship between age and work experience and job satisfaction (r = .312; .229) and that significant
difference existed between teachers with less and above five years of working experience ($t = -2.68, P<0.05$).

2.2.16 Ranjdoust, S., and Mirzaei, L. (2012) studied on ‘Investigation of the Relationship between Organizational Health and Job Satisfaction of School Teacher. Objective: (i) To investigate the relationship between organizational health and job satisfaction of teachers of Poldasht (Iran) in 2011. Sample: 159 city school teachers were selected for sample. Findings: (i) Results showed that between the organizational health and its components (moral, Scientific emphasis, consideration, organizing, support, manager influence and organizational unity), there is a significant direct relationship with job satisfaction. (ii) According to multiple regressions, in overall the health organizational component explain 48 percent of the teachers' job satisfaction.

2.2.17 Shahamiri, T., and Namdari, R. (2013) studied on ‘The Relation between Teacher Personality Type and Job Satisfaction’. Objective: (i) To analyse relationship between personality type introversion - extraversion and job satisfaction of teachers in the education department of Bushehr province. Sample: A sample of 795 people with tables Kerseys and Morgan were selected through stratified random sampling. Findings: (i) Results showed a significant positive correlation between job satisfaction and introversion personality types are but between extraversion personality types and job satisfaction is negative and significant. (ii) Men and women in terms of introversion and extraversion personality type there is no difference.

2.3 STUDIES RELATED TO JOB SATISFACTION OF SPECIAL SCHOOL TEACHERS:

Some of the pertinent studies are reviewed and reported as below:

2.3.1 Abushaira (2012) studied on ‘Job Satisfaction among Special Education Teachers in Jordan’. Objective: (i) To investigate job satisfaction among special education teachers in Jordan. Sample: 139 special education teachers (16 males and 123 females) were the sample of the study. Findings: (i) Results revealed that the
level of job satisfaction among the participants was moderate. (ii) No Significant statistical differences were found in the respondents’ level of job satisfaction due to gender. (iii) Significant differences were found in the respondents’ level of job satisfaction due to age favouring younger teachers.

2.3.2 Voris (2011) studied on ‘Teacher Efficacy, Job Satisfaction, and Alternative Certification in Early Career Special Education Teachers’. Objectives: (i) The purpose and primary focus of the study was the relations among teacher efficacy, job satisfaction, and alternative certification for special education teachers in their initial year through year five. (ii) The secondary purpose of this study is to examine the interrelations among teacher efficacy, number of years in the profession, degree of job satisfaction, type of classroom (resource or collaborative), and area of certification in the area of special education (alternative or traditional). Sample: The sample of the study was 222 special education teachers’ sense of self-efficacy and job satisfaction in 21 central Kentucky school districts. Findings: (i) There is no significant difference between special education teachers who have completed alternative certification programs and their traditionally certified counterparts in terms of their degree of self-efficacy. (ii) Responses from the Job Satisfaction Survey indicated both groups of special education teachers are satisfied with their jobs.

2.3.3 Strydom, Nortjé, Beukes, Esterhuysen, Westhuizen (2012) studied on ‘Job satisfaction amongst teachers at special needs schools’. Objective: To establish the level of job satisfaction amongst teachers at special schools. Sample: 101 teachers working at six different special schools situated in various parts of the Bloemfontein area, two in the Mangaung area, and four were situated in suburban areas were selected as sample. Findings: (i).The results indicated that the teachers experienced an average level of job satisfaction. (ii) Differences were also found in the levels of job satisfaction between different races, but not between genders.
2.4 STUDIES RELATED TO MENTAL HEALTH OF MAINSTREAM SCHOOL TEACHERS

Some of the pertinent studies are reviewed and reported hereunder:

2.4.1 Ballou (2012) discussed on ‘The Mental Health of Public School Teachers’. Objective: (i) To compare the likelihood of minor psychiatric disorders among teachers with civil servants. Sample: The study surveyed 403 teachers and 611 civil servants in a large city in Washington State (USA). The response rate was 59.6% for the teachers (men: 124/205; women: 116/198) and 62.0% for the civil servants (men: 305/489; women: 74/122). Findings: (i) Logistic regression analysis revealed that the proportion of teachers with MPD was greater than civil servants. (ii) The difference was not statistically significant through multiple logistic regression analysis adjusted for potential confounders. (iii) Reduced job satisfaction and lack of leisure time were associated with an increase in MPD among teachers. (iv) Among civil servants, longer working hours, reduced life satisfaction, and physical illness were associated with an increase in MPD. (v) Separate analysis for male and female teachers revealed that job dissatisfaction was associated with MPD only in female teachers.

2.4.2 Davari and Bagheri (2012) studied on ‘Mental Health Status and Demographic Factors Associated with it in Teachers’. Objective: (i) To investigate mental health status and associated demographic factors among teachers of Rodan’s town, Iran. Sample: 274 teachers (150 Male and 124 Female) among three grades were chosen with cluster sampling stratified random, completed demographic questionnaire and general health questionnaire-28 (GHQ- 28). Findings: (i) Relatively large number of teachers had mild mental health problems but data analysis by inferential statistics did not show mental health problems in teachers. (ii) Variables such as, sexuality, age, place of life and perceived socioeconomic class also had an impact on the variables studied. (iii) Although the teachers did not show problems of mental health at all a relatively large number of them had the problems of mental health which need special attention.
2.4.3 Demirel, Güler, Toktamis, Özdemir and Sezer (2005) studied on ‘Burnout among High School Teachers in Turkey’. Objectives: (i) To examine the burnout in a sample of Turkish high school teachers. (ii) To test the hypothesis that Turkish teachers suffer from burnout more than the teachers in the developed countries. Sample: Six hundred and ten questionnaires were distributed to the teachers, and 520 questionnaires were returned. So the sample size is 520 teachers. Findings: (i) There was no statistically significant difference between the scores of sub samples according (emotional exhaustion and depersonalisation) to the gender (p>0.05). (ii) There was an insignificant negative correlation (p=0.08) between the depersonalisation and personal accomplishment in the group of female teachers. (iii) Drinking, smoking and marital status had no effect on burnout in this study sample (p>0.05). (iv) Less experienced Turkish teachers reported higher scores on depersonalisation (p=0.001).

2.4.4 Ekornes, Hauge, and Lund (2012) studied on ‘Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health’. Objective: (i) To Explore Norwegian K 12 teachers’ understanding of the concept of mental health. Sample: Based on data from a sequential, explorative mixed method design (Creswell, 2012) amongst K12 teachers in the Western part of Norway. The design is built up of three focus group interviews (N = 15), followed by a survey questionnaire (N = 1575). The survey response rate was 50% (n = 781). Findings: (i) Significant differences in school type, where teachers in higher grades report more frequent use of the term, more positive term-loading and less tendency to prefer ‘wellbeing’ as a substitute, rather than as a complementary term to mental health. (ii) These teachers also report significantly higher levels of organizational support on mental health promotion.

2.4.5 Evers, Brouwers, and Tomic (2002) studied on ‘Burnout and self-efficacy: A study on teachers’ beliefs when implementing an innovative educational system in the Netherlands’. Objectives: (i) To test hypotheses that the extent to which teachers have a negative attitude towards the new instructional practices relates positively to their level of burnout, and that their self-efficacy beliefs regarding implementation of the practices and coping with stress involved in this relate
negatively to their burnout levels. Sample: A random sample of 490 teachers employed in the Study-home system participated in this study. Findings: (i) Regression analyses showed that the self-efficacy beliefs for each of the three domains were significantly and negatively related to the depersonalisation and emotional exhaustion dimensions of burnout, and significantly positively related to the personal accomplishment dimension. (ii) Furthermore, the more negative the teachers’ attitudes towards the Study-home appeared to be, the more they appeared to suffer from depersonalisation and emotional exhaustion, and the lower they scored on the personal accomplishment dimension of burnout.

2.4.6 Hanif, Tariq, and Nadeem (2011) studied on ‘Personal and Job Related Predictors of Teacher Stress and Job Performance among School Teachers’. Objective: (i) To find out the role of personal and job related variables in teacher stress and job performance of school teachers. Sample: Two independent samples were used in this study. A sample of 400 teachers from the randomly selected Government (n= 200) and Private (n=200) schools of Islamabad (Pakistan). The sample was comprised of men (n= 187) and women (n=213) teachers from Primary (n= 200) and secondary (n=200) schools. The criteria for the selection of teachers were minimum job experience of one year. Among the sample 41% teachers were married and 59% unmarried. The mean age of the teachers was 37 and minimum job experience was one year. Sample II of the present research was comprised of 1200 students of sample I. They were randomly selected from the classes. Three students were selected to evaluate each teacher. Findings: (i) The findings show descriptive analysis i.e., means and standard deviations for TSI-Urdu and TJPS for total and subscales of study. (ii) The mean scores depict that teachers show highest level of stress at work related stressors. (iii) The findings show significant relationship of level of stress and teachers’ job performance. The first model found a significant impact of school system on teacher stress ($\beta = .473$, $t = 10.662$, $p < .001$). This model accounted for 22.7% of variance ($R^2 = .224$, $F = (1, 394)$, $113.685$, $p < .001$). (iv) The second model depicted interaction of school system and gender as significant predictors. This model accounted for the variance 37.3% of variance. (v) The final model 5 depicted the interaction of five variables i.e., school system, gender, job experience, number of family members, and number of
students accounted for the total variance 44.9% in teacher stress. (vi) The final model 5 showed gender, school system, and number of family members, job experience, and age as significant predictors of teachers’ job performance. This model depicted total 31.3% variance in dependant variable.

2.4.7 Ibeziako, Bella, Omigbodun and Belfer (2009) studied on ‘Teachers’ perspectives of mental health needs in Nigerian schools’. Objective: (i) To assess teachers’ perspectives on children’s mental health needs and the development of school-based mental health programmes in South-West Nigeria. Sample: Focus group discussions were held with teachers from randomly selected urban and rural primary schools in Ibadan, Nigeria. Findings: (i) Teachers identified significant mental health problems in school-age children and described a variety of biopsychosocial contributing factors. (ii) These ranged from problems with primary support systems to poverty, spiritual factors, medical illnesses and genetic vulnerability. (iii) The school environment was recognised as an ideal place for dealing with child mental health issues despite deficiencies in teachers’ knowledge, skills and resources. (iv) A school mental health programme that would provide training for teachers and awareness campaigns as well as human, material and financial resources was proposed.

2.4.8 Jeena (1998) studied on ‘Teachers' mental health status, stress levels and incidence of burnout during a period of change and reorganization within the South African Education System’. Objective: (i) To determine teachers' mental health status, stress levels and incidence of burnout during a period of major transformation and to explore teachers' perceptions of the changes. Sample: A sample of 217 teachers was used, from urban primary and secondary government schools in the Pietermaritzburg North region. Findings: (i) Extremely high distress levels for all the respondents, irrespective of age, gender and post level, in comparison with published norms and the findings of other studies. (ii) This distress did not appear to be associated with their own professional role and competence as teachers but seemed to relate to the uncertainty of their employment situation. (iii) The impact of the current changes on teachers' psychological and
physical well-being was reflected by their responses to statements in the Redundancy and Reorganisation section of the questionnaire.

2.4.9 Jorm, Kitchener, Sawyer, Scales, Cvetkovski (2010) ‘Mental health first aid training for high school teachers: a cluster randomized trial’. Objective: (i) To improve the skills of teachers in first aid area, a Mental Health First Aid training course was modified to be suitable for high school teachers and evaluated in a cluster randomized trial. Sample: Eligible participants were teachers of the middle years in school (i.e. Years 8-10, ages 12-15 years) at schools willing to participate in the study. Students taught by these teachers were also surveyed. Findings: (i) The training increased teachers’ knowledge, changed beliefs about treatment to be more like those of mental health professionals, reduced some aspects of stigma, and increased confidence in providing help to students and colleagues. (ii) There was an indirect effect on students, who reported receiving more mental health information from school staff. (iv) No effects were found on teachers’ individual support towards students with mental health problems or on student mental health.

2.4.10 Khan, Aqeel, and Riaz (2014) studied on ‘Impact of Job Stress on Job Attitudes and Life Satisfaction in College Lecturers’. Objectives: (i) The primary objective was to inspect the association of job stress with job performance, job satisfaction, turnover intentions and life satisfaction among the college lecturers. (ii) The second objective was to estimate the level of all study variables between married and unmarried college lecturers. Sample: The participants were comprised on teaching community and the sample covered only one hundred and forty college lecturers ($N = 140$) equal male ($n = 70$) and female ($n = 70$) from different public higher educational colleges of Faisalabad division Pakistan. For the purpose of data collection we applied purposive sampling method. Findings: (i) This study revealed that job stress was significant associated with job performance ($r = -.18$, $P < .05$), turnover intentions ($r = .54$, $P < .01$), job satisfaction ($r = -.41$, $P < .01$), and life satisfaction ($r = .45$, $P < .01$). (ii) Job performance was significant correlated with turnover intentions ($r = -.28$, $P < .01$), job satisfaction ($r = .49$, $P < .01$) whereas life satisfaction was non-significant correlated ($r = .16$). (iii) Turnover intentions was significant correlated with job satisfaction ($r = -.56$, $P < .01$) and life satisfaction ($r = -.53$, $P < .01$). Job satisfaction was significant with life satisfaction($r = .34$, $P$<
Stress was a significant predictor for job performance ($\beta = -0.18^*, \Delta R^2 = 0.024, F = 3.18^*$), turnover intention ($\beta = 0.54^{***}, \Delta R^2 = 0.201, F = 36.18^{***}$), job satisfaction ($\beta = -0.41^{***}, \Delta R^2 = 0.158, F = 17.73^{***}$), and life satisfaction ($\beta = -0.45^{***}, \Delta R^2 = 0.201, F = 23.35^*$). Stress and turnover intentions were significantly higher among unmarried lecturers than married lecturers. Job performance, job satisfaction and life satisfaction was higher among married lecturers as compared to unmarried lecturers.

2.4.11 Lei, Guo, and Liu (2012) studied on ‘Primary and secondary school mental health teachers in professional identity of intervention programs’. Objective: (1) To explore the impact of teacher training on the professional identity of primary and secondary school mental health teachers. Sample: The sample of the study was 54 primary and secondary school mental health teachers. Findings: (i) Before the intervention, the test scores of the teachers in the experimental and control group show no significant differences on the full scale as well as each dimension ($P > 0.05$). (ii) In the post-intervention test, the teachers in the experimental group obtained significantly higher scores on the full scale than the teachers in the control group ($P < 0.01$); for the dimensions of “professional behavioural tendency”, “occupational values”, and “sense of belonging”, the teachers in the experimental group also got much higher scores than the teachers in the control group ($P < 0.01$ or $P < 0.001$); on the dimension of “sense of role” the scores of the teachers in both groups have no obvious difference ($P > 0.05$). (iii) Overall, the post-intervention test scores of the experimental group teachers on the professional identity scale is significantly higher than their pre-intervention test scores ($P < 0.001$), which means after the intervention, the professional identity of the teachers in the experimental group is obviously improved. (iv) For the dimensions, the post-scores on “the sense of role” and “the occupational values” are extraordinarily higher than pre test scores ($P < 0.001$), the post intervention test scores on “professional behavioural tendency” are also significantly increased ($P < 0.01$), and the post-intervention test scores on “the sense of belonging” are less but also significantly higher than the pre-intervention test scores ($P < 0.05$). (v) The teachers in the control group, there is no significant difference between their pre-and-post intervention test scores on the teachers’ professional identity full scale and each dimension.
2.4.12 Malik, Vazi, Ruiter, Borne, Dumont, Martin and Reddy (2011) studied on ‘Indicators of subjective and psychological wellbeing as correlates of teacher burnout in the Eastern Cape public schools, South Africa’. Objective: (1) To assess subjective and psychological wellbeing correlates of teacher burnout. Sample: The sample size was 1300 participants (868 teachers and 423 non teachers). Findings: (i) Means, standard deviations and correlation coefficients are reported a positive correlation between the measures of depersonalization and emotional exhaustion ($r = 0.51; p < 0.001$). (ii) There is positive correlations between depersonalisation and teacher efficacy ($r =0.16, p < 0.01$), life satisfaction ($r = 0.29, p< 0.01$), and positive affect ($r = 0.15, p < 0.01$). (iii) A strong positive correlation between depersonalisation and role problems was confirmed ($r = 0.52, p < 0.01$). (iv) There was also a strong negative correlation between depersonalisation and psychological wellbeing ($r = -0.48, p< 0.01$). (v) For emotional exhaustion, a strong positive association was found for role problems ($r = 0.63, p < 0.01$), external locus of control ($r =0.51, p < 0.01$), burnout ($r = 0.51, p < 0.01$), and negative affect ($r =0.44, p < 0.01$). (vi) No significant correlations between emotional exhaustion and teacher efficacy and positive affect were found. (vii) There was a moderate positive correlation between emotional exhaustion and work pressure ($r = 0.29, p< 0.01$). (viii) There was an expected strong negative correlation between emotional exhaustion and the measure of psychological wellbeing ($r = -0.49, p< 0.01$). (ix) Teacher efficacy impacted negatively on depersonalisation ($\beta = -0.11, SE = 0.06, p < 0.01$). Only life satisfaction and negative affect components of subjective wellbeing had a significant association with depersonalisation. (x) External locus of control and positive work environment showed the strongest unique association with depersonalisation ($\beta = 0.32, SE = 0.04, p < 0.001$ and $\beta = 0.29, SE = 0.06, p < 0.001$ respectively). (xi) The results showed that role problems have a unique contribution to emotional exhaustion ($\beta = 0.36, SE = 0.04, p < 0.01$).

2.4.13 Naghizadeh, and Shahzadeh, (2013) studied on ‘Evaluation of Relation between Teachers’ Mental Health and Students’ Educational Progress’. Objective: (i) To identify management styles and teachers' mental health. Sample: The sample of the study was 310 teachers. Findings: (i) It is observed that the average rate of Teachers' mental health is equal to 44.9 with a standard deviation of 3.34 and a
minimum and maximum score of mental health are 39.5 and 53.1, respectively. Thus, 25 percent of teachers have lower than 42.5, 25% between 42.5 and 44.5, 25% from 44.5 to 46.8 and 25% higher than the 46.8. (ii) The multiple regression coefficients are $R= 0.289$ and explanation coefficient is 0.08. (iii) Based on the obtained results of the ANOVA, there is no relationship between managerial styles and students’ educational achievement.

2.4.14 Ofovwe, Ofili, Ojetu and Okosun (2013) studied on ‘Marital satisfaction, job satisfaction and psychological health of secondary school teachers in Nigeria’. Objective: (i) To assess the level of marital satisfaction and to explore the relationship if any between marital satisfaction, job satisfaction and mental health of secondary school teachers in Benin City, Edo State, Nigeria. Sample: A total population of 300 teachers who had been married and teaching for at least one year were included in the study. Findings: (i) Two hundred and fifteen (82.7%) teachers had marital satisfaction, 54 (20.8%) had psychological disorder while 56 (21.5%) were dissatisfied with their job. (ii) A strong association was found between marital dissatisfaction and psychological disorder ($X^* x = 56.826; df = 1, P = 0.0004$). (iii) No association was found between marital dissatisfaction and job dissatisfaction. (iv) No association was also found between job dissatisfaction and psychological disorder.

2.4.15 Putter (2003) studied on ‘Stress factors among teachers in schools of industry’. Objectives: (i) The nature of stress experienced by teachers in schools of industries. (ii) There is any difference between stress factors experienced by teachers in ordinary education and those in school of industry. (iii) Demographic variables such as teachers' gender, age and experience are associated with the levels of stress and stress manifestations. Sample: A total of 40 (37.7%) teachers came from the two schools of industry and 66 from the two mainstream schools. The teachers were asked to complete the Teachers Concerns Inventory which included a short demographic survey. Analysis of the variance revealed that teachers from schools of industries experience high levels of stress. Findings: (i) Fifteen of the 40 teachers (37.5%) indicated that stress is a problem to them, while approximately half of the teachers (19 of the 40) indicated that the intensity of stress experienced,
was higher than average. (ii) Teachers experience high levels of stress with regard to time management, work-related stressors, professional distress, discipline and motivation and professional investment as well as high levels of stress manifestations with regard to emotional, fatigue, cardiovascular, gastronomic and behavioural manifestations. (iii) There are no difference between the stress levels and stress manifestation for teachers in schools of industry and mainstream schools. (iv) Demographic variables do not play a significant role in the stress levels of teachers.

**2.4.16** Skaalvik and Skaalvik (2010) studied on ‘Teacher self-efficacy and teacher burnout: A study of relations’. Objectives: (i) To test the factor structure of a recently developed Norwegian scale for measuring teacher self-efficacy. (ii) To explore relations between teachers' perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers' beliefs that factors external to teaching puts limitations to what they can accomplish. Sample: Participants of the study were 2249 Norwegian teachers in elementary school and middle school. Finding: (i) Teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction.

**2.4.17** Dewan (2012) studied on ‘Stress and Mental Health of Tribal and Non-Tribal Female School Teachers in Jharkhand, India’. Objective: (i) To examine the effects of stress, marital status and ethnicity upon mental health of female school teachers. Sample: The sample of the study was 304 female school teachers. Findings: (i) Out of three factors, namely stress, marital status and ethnicity, only ethnicity was found to produce main effect on mental health. (ii) Neither second order interaction nor third order interaction was found significant.

**2.4.18** Nagra and Arora (2013) studied on ‘Occupational stress and health among teacher educators’. Objective: (i) To find out the level of occupational stress and its relationship to health among the teacher educators in relation to their gender and marital status. Sample: A random sample of 206 teacher educators was selected. Findings: (i) Teacher educators experienced moderate level of occupational stress. (ii) Significant differences were indicated regarding occupational stress among
teacher educators in relation to gender and marital status. (iii) The correlation analysis revealed that occupational stress does have significant and positive impact upon the health of teacher educators.

2.4.19 Sankapal (2013) studied on ‘Quality of life and mental health among High School Teachers’. Objectives: (i) To measure the Quality of life and mental health among High School Teachers. (ii) To study the difference between High School male and female Teachers regarding Quality of life. (iii) To study the difference between High School male and female Teachers regarding mental health. (iv) To study the relationship between good mental health and Quality of life among High School Teachers. (v) To study the relationship between poor mental health and Quality of life among High School Teachers. Sample: A sample comprising of 60 High School Teachers was selected randomly from Kolhapur city, Maharashtra. Findings: (i) There is significant difference between male and female High school teachers regarding Quality of life. The Quality of life of Female high school teachers is better than Male high school teachers. (ii) There is significant difference between male and female High school teachers regarding mental health. (iii) The Mental Health of Female high school teachers is better than Male high school teachers. (iv) There is Positive correlation between good mental health and Quality of life among High school teachers. (v) There is Negative correlation between poor mental health and Quality of life among High school teachers.

2.4.20 Patel (2013) studied on ‘Effect of Area on Mental Stress of High School Teachers’. Objective: (i) To study the effect of area on the mental stress of high school teachers of Ahmedabad. Sample: The sample of the study consisted of 102 teachers (72 males and 28 females) working in 12 secondary schools in Koraput district of Orissa. Finding: (i) The teachers of both rural and urban area possess equal mental stress. It is significant that t-value is 1.56 which is less than the t-table value at 0.05 level which is 1.96. (ii) The mean scores of mental stress of high school teachers of rural and urban area do not differ significantly.

2.4.21 Hanif, R., Tariq, S., and Nadeem, M. (2011) studied on ‘Personal and Job Related Predictors of Teacher Stress and Job Performance among School
Teachers’. Objectives: (i) To find out role of personal and job related variables in teacher stress and job performance of school teachers. (ii) To explore levels and sources of stress and their relationship with job performance among teachers. Sample: The sample comprised of 400 teachers (men and women) from primary and secondary schools. For the evaluation of teachers’ job performance another sample of 1200 students from the classes of teachers of sample was selected. Three students were randomly selected from each teacher’s class. The students were requested to evaluate their respective teachers’ job performance. Findings: (i) The findings revealed that negative significant relationship exists between teachers stress and job performance. (ii) The step-wise regression analysis revealed school system, gender, job experience, number of family members, and number of students as significant predictors of teacher stress and gender, school system, family members, job experience and age as significant predictors of teachers’ job performance.

2.4.22 Ballou, G.W. (2012) studied on ‘A Discussion of the Mental Health of Public School Teachers’. Objective: (i) To compared the likelihood of minor psychiatric disorders among teachers with civil servants. Sample: The study surveyed 403 teachers and 611 civil servants in a large city in Washington State (USA), with 59.6% of teachers and 62.0% of civil servants responding. Findings: (i) Logistic regression analysis revealed that the proportion of teachers with MPD was greater than civil servants. The difference, however, was not statistically significant through multiple logistic regression analysis adjusted for potential confounders. (ii) Reduced job satisfaction and lack of leisure time were associated with an increase in MPD among teachers. (iii) Among civil servants, longer working hours, reduced life satisfaction, and physical illness were associated with an increase in MPD. (iv) Separate analysis for male and female teachers revealed that job dissatisfaction was associated with MPD only in female teachers.

2.5 STUDIES RELATED TO MENTAL HEALTH OF SPECIAL SCHOOL TEACHERS
Some of the pertinent studies are reviewed and reported as below:
2.5.1 Alavi and Benadeki (2005) studied on ‘Mental hygiene of the special schools teachers in Kerman, Iran’. Objectives: (i) To identify and study the mental hygiene and its related factors (individual, family, organizational) in the Kerman special schools teachers. Sample: 266 teachers of the special schools of the cities of the province Kerman were chosen as the research sample. Findings: (i) The statistical analysis of the research findings (by Spearman coefficient test) Man-Whithey and Kruskal wallis tests showed that there was a positive and meaningful relationship between “Level of education”, "service of record" "the number of the members of teacher's family", "income", "dwelling-place", "economic power", "acceptance of the teacher's job in their family", "leadership style", "suitable educational possibilities", "suitable educational space", "job satisfaction" with the mental hygiene of the teachers. (ii) Kerman special schools teachers enjoyed a "relatively desirable" mental hygiene.

2.5.2 Hadi, Reza, Fatemeh and Akram (2013) studied on ‘Job Burnout among Iranian Elementary School Teachers of Students with Autism: A Comparative Study’. Objective: (i) To investigate the professional burnout in teachers of children with autism compared to teachers of other children with special needs. Sample: Ninety three female teachers (32 teachers of children with autism, 30 teachers in schools for deaf and 31 for teachers of children with mental retardation) from 12 schools located in 4 districts of Tehran were selected. Findings: (i) A significant difference in criterion validity between the three groups of teachers. (ii) The three groups were different in terms of general health (p=0.010), emotional exhaustion (p=0.005) and depersonalization (p<0.001); however considering other variables no significant differences were observed. (iii) Comparison between groups showed that the average scores of teachers of children with autism were significantly higher than teachers of deaf and hard of hearing and mentally retarded children in general health, fatigue, and depersonalization variables. (iv) No significant differences were observed in average scores of teachers for mentally retarded and deaf children.

2.5.3 Platsidou (2010) studied on ‘Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction’. Objectives: (i)
To identify the component dimensions of a commonly used self-report EI scale (Schutte et. al., 2001) in a sample of Greek special education teachers. (ii) To use EI scale to assess the different dimensions of teachers’ trait EI. (iii) To examine the role of trait EI in predicting levels of teachers’ burnout and job satisfaction. Sample: The sample size were 123 Greek special education teachers holding full-time positions in urban primary schools participated on a voluntary basis; 47 were males and 76 females. Their ages varied from 23–56 years, with a mean of 39.6 years. The participants’ teaching experience in special education ranged from 1–23 years, with a mean of 6.2 years. Findings: (i) Greek teachers reported fairly high scores in the specific factors and the overall EI. Perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction. (ii) Regression analysis revealed that emotional exhaustion can be predicted by satisfaction with the job itself and with the principal subscales; depersonalization is predicted by satisfaction with the job and with prospective promotions; personal accomplishment is predicted by satisfaction with the job itself as well as by an EI factor, optimism/ mood regulation and a demographic variable, age.

2.5.4 Sari (2005) studied on ‘How Do Principals and Teachers in Special Schools in Turkey Rate Themselves on Levels of Burnout, Job Satisfaction, and Locus of Control?’ Objective: (i) To determine whether there are differences between principals and teachers in terms of work status, sex, and work experiences. Sample: The sample size was 295 participants (33 special school principals and 262 teachers) were selected and responded to the survey. Findings: (i) There was no significant difference on the depersonalization dimension of principals’ and teachers’ burnout (p>0.05). (ii) The female participants had more job satisfaction than their male counterparts. (iii) The principals and teachers who stayed longer in the teaching profession in special schools felt more depersonalized than the less experienced teachers. (iv) The more experienced teachers felt less job satisfaction than the other participants. The 1-5- and 6-10-year experienced groups felt the highest job satisfaction. (v) The burnout dimension (DP) had a significant correlation with age and job satisfaction. (vi) There was a positive correlation of .247 (p<0.01) between personal accomplishment and age. Locus of control
accounted for 8.4% of the adjusted variance in the burnout dimension \( (F=23.77; \ p<0.01) \). (vii) Job satisfaction accounted for 1.1% of the adjusted variance in the burnout dimension \( (F=2.81; \ p<0.047) \). (viii) In the burnout dimension locus of control and sex had the highest effect. Locus of control accounted for 0.10% of the adjusted variance in the burnout dimension \( (F=29.81; \ p<0.01) \). (ix) Job satisfaction accounted for 0.09% of the adjusted variance in the burnout dimension \( (F=28.99; \ p<0.01) \). (x) Other independent variables (such as sex, LC, and JS) were not revealed as significantly predictive effects on the dimension of burnout (PA) through the regression analysis. (xi) Principals’ and teachers’ sex and locus of control differences did not indicate different levels in personal accomplishment. Age as an independent variable had a significant predictive effect on the dimension of burnout.

2.5.5 Skaalvik and Skaalvik (2010) studied on ‘Teacher self-efficacy and teacher burnout: A study of relations’. Objectives: (i) To test the factor structure of a recently developed Norwegian scale for measuring teacher self-efficacy. (ii) To explore relations between teachers’ perception of the school context, teacher self-efficacy, collective teacher efficacy, teacher burnout, teacher job satisfaction, and teachers’ beliefs that factors external to teaching puts limitations to what they can accomplish. Sample: Participants were 2249 Norwegian teachers in elementary school and middle school. Finding: (i) Teacher self-efficacy, collective efficacy and two dimensions of burnout were differently related both to school context variables and to teacher job satisfaction.

2.5.6 Nguyen, Dedding, Pham, and Bunders (2013) studied on ‘Perspectives of pupils, parents, and teachers on mental health problems among Vietnamese secondary school pupils’. Objective: (i) The objective of the study was to explore perceptions of mental health status, risk factors for mental health problems and strategies to improve mental health among Vietnamese secondary school students. Sample: A qualitative design was used to address the main study question including: six in-depth interviews conducted with professionals (with two researchers, two psychiatrists, and two secondary school teachers) to learn about their experience of mental health
problems among secondary school pupils; 13 focus group discussions (four with teachers, four with parents, and five with pupils); and 10 individual in-depth interviews with pupils who did not take part in the FGDs, to reflect on the collected data and to deepen the authors’ understanding. Findings: (i) Our study confirms the need to pay attention to mental health of pupils in Vietnam. Depression, anxiety, stress, suicidal thoughts and suicide attempts were seen as major problems by all stakeholders. (ii) Mental health problems were mainly associated with academic pressure, resulting from an overloaded curriculum and pressure from teachers and parents to succeed. (iii) Pupils’ mental health demands interventions at many levels, including at the level of government (Ministry of Education and Training), schools, communities, families and pupils themselves.

2.5.7 Karally, and Usha (2013) studied on ‘Effect of Emotional Intimacy on Professional Burnout: A study among Special Educators of Mentally Challenged Children in Kerala’. Objectives: (i) To find out whether significant difference exists in emotional intimacy and professional burn out when special educators are classified based on their length of service. (ii) To find out the main effect of independent variables (emotional intimacy and length of service) on dependent variable (professional burnout). (iii) To find out the interaction effects of emotional intimacy and length of service on professional burnout. Sample: The sample consisted of 100 special educators selected randomly from different special schools of seven districts across Kerala. Out of this 48 special educators have up to 5 years of teaching experience and 52 have above 5 years of teaching experience. Findings: (i) It is found that there exists significant difference in the emotional intimacy between two groups based on the length of service. It means that across time the extent of devotion, love, compassion, faith, responsibility for self, commitment, deep connection and openheartedness (components of emotional intimacy) of special educators towards their children goes on decreasing. (ii) There exists a significant difference in professional burnout among special educators based on their length of service. As the length of services increases professional burnout also increases. (iii) The F-value for Emotional intimacy on Professional burnout is 70.65 and that for Length of service of special educators on professional burnout is 103.76. Both values are significant at 0.01 levels. (iv) The difference in the mean
scores of emotional intimacy among groups (difference between low and average group, average and high group and low and high group) is found to be significant at 0.01 level of significance. (v) The F value for the interaction effect of emotional intimacy and Length of service on Professional burnout is 2.62 which are not significant. (vi) Therefore, there exist no significant interaction effect of emotional intimacy and length of service on professional burnout of special educators of mentally challenged children in Kerala.

2.6 STUDIES RELATED TO JOB SATISFACTION AND MENTAL HEALTH OF MAINSTREAM SCHOOL TEACHERS

Some of the pertinent studies are reviewed and reported hereunder:

2.6.1 Goel, S. (2011) studied on ‘Teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health’. Objectives: (i) To study teacher effectiveness, job satisfaction, personality and mental health of school teachers. (ii) To study teacher effectiveness of school teachers having low and high job satisfaction, personality dimensions and mental health. (iii) To study relationship among teacher effectiveness, job satisfaction, personality, and mental health. (iv) To make recommendations and suggestions on the basis of the findings of the study. Sample: The sample of the study was 600 school teachers from Bathinda, Muktsar and Jalandhar districts of Punjab state. Findings: (i) 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, 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. (ii) The findings also revealed that teacher effectiveness of teachers having high mental health was more as compared to teachers having low mental health. (iii) Results further revealed that teacher effectiveness, job satisfaction, personality dimensions and mental health were found positively correlated and job satisfaction and mental health was found positively correlated. (iv) Results also showed that job satisfaction and personality dimensions was found positively correlated and mental health and personality dimensions was found positively correlated.
2.6.2 Jadhav, N. M. (2012) studied on ‘Job satisfaction and mental health of secondary school couple teachers’. Objectives: (i) To study the level of Job Satisfaction of couple teachers working in secondary schools. (ii) To study the Mental Health of couple teachers working in secondary schools. (iii) To know the correlation between Job Satisfaction and Mental Health of secondary school couple teachers. Sample: The samples of the study were 50 Secondary School couple teachers selected randomly from Gulbarga and Yadagir districts of Karnatak state. Findings: (i) It is found that there is no significant difference in the Job Satisfaction of couple teachers. (ii) It is also found that there is no significant difference in the Mental Health of couple teachers. There is a positive and significant correlation between Job Satisfaction & Mental Health of couple teachers.

2.6.3 Sen, K. (2008) studied on ‘Relationship between job satisfaction and job stress amongst teachers & managers’. Objective: (i) To examine the relationship between Job Stress and Job Satisfaction amongst teachers and managers. Sample: Data was collected from 31 teachers and 34 managers in the NCR region. Findings: (i) Results showed no significant differences in Job Stress and Job Satisfaction of teachers and managers. (ii) However teachers experience low job Satisfaction and they face Job Stress while in case of managers the two do not seem to associate.

2.6.4 Ahadi, B. (2009) has conducted a study on ‘Relationship between mental health and job satisfaction among high school principals and teachers, Iran’. Objective: (i) To examine the relationship between mental health & job satisfaction among high school principals & teachers in Iran. Sample: The sample size was 828, among which 665 were teachers & 163 were principals. Findings: (i) Global job satisfaction & its 5 components have negative correlations with the 9 mental disorders at P<0.01 level of significant. (ii) Only 8 correlation coefficients out of 108 did not reach statistical significance at P< 0.05 level. (iii) The multiple correlation coefficient of the 5 job satisfaction facets & the 9 mental disorders have a range from 0.17 – 0.38 for teachers & from 0.34 – 0.45 for principals. (iv) All these multiple correlation coefficients were significant at P<0.01.
2.6.5 Galgotra, M. (2013) studied on ‘Mental Health of High School Teachers In Relation To Their Sex, Experience and Job Satisfaction’. Objective: (1) To find the mental health of high school teachers and its relation to sex, experience and job satisfaction. Sample: The sample size was 250 teachers selected from different High schools of Jammu district. Findings: (i) There is no significant effect of sex on mental health of the high school teachers. There is minor mean difference of 1.62% between the mental health of male and female teachers. (ii) There is a significant effect of experience on the mental health of the high school teachers’. It clears that highly experienced teachers of high school are better in their mental health in comparison to low experienced high school teachers. (iii) There is a significant effect of job satisfaction on the mental health of the teachers. Highly job satisfied are more stable in their mental health than the lowly job satisfied. (iv) There is no significant double interactional effect of sex and experience on mental health of the teacher. (v) There is significant double interactional effect of experience and job satisfaction on the mental health of teacher. (vi) There is no significant double interactional effect of sex and job satisfaction on the mental health of teacher. (vii) There is no significant triple interactional effect of sex, experience and job satisfaction on the mental health of teacher.

2.6.6 Mohammadi, S. (2013) studied on ‘The relationships between job satisfaction and Mental health among high school teachers’. Objectives: (i) To investigate the relationship between the components of job satisfaction and mental health among high school teachers in Tehran (1385). Sample: The sample consisted of 150 female teachers and 150 male teachers teaching high schools in Tehran who were randomly selected. Findings: (i) The results showed that there were significant positive correlation between satisfaction with supervisor, people at work and mental health. (ii) But there were significant negative correlation between satisfaction with pay and mental health among teachers. (iii) There was no significant difference job between satisfaction among male and female teachers.

2.6.7 Ismail, A., Yao, A., and Yunus, N.K.Y. (2009) studied on ‘Relationship Between Occupational Stress and Job Satisfaction: An Empirical Study in Malaysia’. Objectives: (i) To examine the relationship between physiological
stress and job satisfaction. (ii) To examine the relationship between psychological stress and job satisfaction. Sample: The Sample size was 80 academic employees in private institutions of higher learning in Kuching City, Malaysia. Findings: (i) Physiological stress significantly correlated with job satisfaction. (ii) Psychological stress insignificantly correlated with job satisfaction. (iii) This result demonstrates that level of physiological stress has increased job satisfaction, and level of psychological stress had not decreased job satisfaction. (iv) The study confirms that occupational stress does act as a partial determinant of job satisfaction in the stress models of the organizational sector sample.

2.6.8 Brackett, M.A., Palomera, R., and Mojsa-kaja, J. (2010) studied on ‘Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers’. Objectives: (i) To examine the relationship between emotion-regulation ability (ERA), as assessed by the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), and both job satisfaction and burnout among secondary-school teachers (N =123). (ii) It also examines the mediating effects of affect and principal support on these outcomes. Sample: The sample size was 123 secondary-school teachers. Findings: (i) ERA was associated positively with positive effect, principal support, job satisfaction, and one component of burnout, personal accomplishment. (ii) Two path models demonstrated that both positive affect and principal support mediated independently the associations between ERA and both personal accomplishment and job satisfaction.

2.6.9 Parsa, S., Alizades, S. and Kasraie, S. (2013) studied on ‘The investigation of relationship between job stress and job satisfaction and responsiveness (accountability) of teachers in high schools of Urmia city’. Objective: (i) To examine the relationship between job stress and job satisfaction and responsiveness (accountability) of teachers in High schools of Urmia city. Sample: The Sample of the study was 259 people, selected through random sampling as a sample of research. Findings: (i) There is a significant and positive relationship between responsiveness and job satisfaction (ii) There is a significant and positive relationship between job satisfaction and job stress and between the responsiveness of teachers (job satisfaction, age and job background) linear relationship exist. (iii) There was no relationship between responsiveness and job stress.
2.6.10 Galgotra, M. (2013) studied on ‘Mental Health of High School Teachers In Relation To Their Sex and Job Satisfaction’. Objectives: (i) To found the mental health of government and private teachers and its relation to sex and job satisfaction of Jammu. Sample: 250 teachers were selected from different High schools of Jammu district. Mental health inventory and job satisfaction inventory was used. Findings: (i) Government school teachers possess good mental health in comparison to private school teachers. (ii) Sex has no effect on the mental health of teachers. (iii) Further findings show that that job satisfaction has an effect on the mental health of the teachers.

2.6.11 Malik, S.A., Iqbal, M.Z., Khan, M.M., Nasim, K., Yong, J., and Abbasi, M.M.H. (2011) studied on ‘Measuring job satisfaction, motivation and health issues of secondary school teachers in Pakistan’. Objectives: (i) To develop new scales through exploratory factor analysis to identify factors more concerned to teachers in a developing country scenario. (ii) To describe the relationship between teachers overall satisfaction with contribution, commitment with goals and health issues. (iii) To compare the results of current study with the previous ones in Teacher 2000 project. Sample: The study identifies the factors affecting teachers overall job satisfaction by conducting two studies with a total sample comprised 523 teachers. Findings: (i) Results of motivating factors towards teaching showed that though, teaching was not the first choice of majority of respondents, but they joined this profession as it would fit well with their family commitments. (ii) Majority agrees that training played a positive role in enhancing their teaching ability. (iii) The most important aspect is that majority is overall satisfied; currently more satisfied from the past and also willing to carry on this profession in future, especially females. (iv) Regression results showed that teachers’ contribution has positive relationship with their performance, whereas health issues are the source of decreased performance of teachers. However, relationship of commitment with satisfaction found to be insignificant.

2.6.12 Usman, S., Akbar, M.T., Ramzan, M. (2013) studied on Effect of Salary and Stress on Job Satisfaction of Teachers in District Sialkot, Pakistan. Objective: (i) To check which factors contribute to job satisfaction of teachers in various colleges
of Sialkot. Sample: Questionnaires were sent to 100 teachers and 87 were returned by respondents. Findings: (i) Results From two independent variables only salary of the teachers was significantly affecting the job satisfaction of teachers. (ii) Multiple regressions were conducted to test whether salary and stress affected job satisfaction of the teachers in Sub-division (Daska) of Sialkot. (iii) The combination of variables to predict job satisfaction from financial rewards and work-related stress was statistically significant for financial rewards; F (2, 84) is equal to 15.75, p < .001. Only financial rewards significantly predict job satisfaction when both variables are included. (iv) The adjusted R² value was 0.255. This indicates that 25.5 % of the variance in job satisfaction was explained by the model.

2.7 STUDIES RELATED TO JOB SATISFACTION AND MENTAL HEALTH OF SPECIAL SCHOOL TEACHERS

Some of the pertinent studies are reviewed and reported as below:

2.7.1 Platsidou (2010) studied on ‘Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction’. Objectives: (i) To identify the component dimensions of a commonly used self-report EI scale (Schutte et. al.,2001) in a sample of Greek special education teachers. (ii) To use EI scale to assess the different dimensions of teachers’ trait EI. (iii) To examine the role of trait EI in predicting levels of teachers’ burnout and job satisfaction. Sample: The sample size were 123 Greek special education teachers holding full-time positions in urban primary schools participated on a voluntary basis; 47 were males and 76 females. Their ages varied from 23–56 years, with a mean of 39.6 years. The participants’ teaching experience in special education ranged from 1–23 years, with a mean of 6.2 years. Findings: (i) Greek teachers reported fairly high scores in the specific factors and the overall EI. Perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction. (ii) Regression analysis revealed that emotional exhaustion can be predicted by satisfaction with the job itself and with the principal subscales; depersonalization is predicted by satisfaction with the job and with prospective promotions; personal
accomplishment is predicted by satisfaction with the job itself as well as by an EI factor, optimism / mood regulation and a demographic variable, age.

2.8 STUDIES RELATED TO JOB SATISFACTION OF MAINSTREAM AND SPECIAL SCHOOL TEACHERS

Some of the pertinent studies are reviewed and reported hereunder:

2.8.1 Stempien, L. R., & Loeb, R. C. (2002) studied on differences in Job Satisfaction between General Education and Special Education Teachers: Implications for Retention. Objective: A comparative study between job satisfaction among the special education teachers working with the emotional disordered students, the general education teachers and teachers who taught students in both general and special education programs in general education schools. Sample: 36 teachers of emotionally/ behaviourally impaired students in special education, 60 teachers of students in general education, and 20 teachers responsible for both groups of students. Findings: (i) Teachers of students in special education programs were found to be the most dissatisfied. (ii) Specific stresses and frustrations, both from within and from outside the classroom, were found to be associated with the dissatisfaction. (iii) The difficulties were particularly common in younger, less experienced special education teachers.

2.8.2 Hakiem, Ab. (2009) studied on job satisfaction among public education teachers And special education teacher comparative study. Objective: To find out the job satisfaction among the male and female public education teachers and the male and female teachers who teach the mental retardation students. Sample: 300 male and female public education teachers and 35 male and female teachers with mental retardation students. Findings: The level of job satisfaction is generally low among the public education teachers and teachers who teach the mental retardation students.

2.8.3 Alabd Aljabar, Abdulaziz (2004) studied on job satisfaction for special education teachers and public education. Objective: To find out the job satisfaction among the public education teachers and the special education teachers. Sample: The sample included 251 teachers from the Ministry of Education elementary
schools in Riyadh. Findings: The results of the study generally indicated that the level of satisfaction among the two groups was around mean with some statistically significant differences in job dissatisfaction among the public education teachers.

2.8.4 Biflingsley, B. S. & Cross, L. H. (1992) studied on ‘Predictors of commitment, job satisfaction, and intent to stay in teaching: A comparison of general and special educators’. Objective: To examine variables that influence teachers' commitment and job satisfaction among both general and special educators. Sample: 463 special educators and 493 general educators. Findings: (i) Work-related variables, such as leadership support, role ambiguity, and stress are better predictors of commitment and job satisfaction than are demographic variables. (ii) The attitudinal and behavioural measures of commitment are significant predictors of intent to stay in teaching.

2.8.5 Hammer, R. E. (1970) studied on ‘Job satisfaction of special class teachers in Iowa: An application of the Herzberg two factor theory’. Objective: Difference between the two groups in stress and job satisfaction Sample: 152 pairs of special and regular class teachers in Iowa. Findings: (i) Did not reveal a significant difference between the two groups in stress by age, sex, marital status, or level of preparation. (ii) Special education teachers were found to have held more different teaching positions, to spend less time in their current position; and to tend to have regular class experience. (iii) Regular classroom teachers, on the other hand, had little special education class exposure. (iv) Special class teachers tended to be less satisfied with all job factors than were the regular class teachers.

2.9 STUDIES RELATED TO MENTAL HEALTH OF MAINSTREAM AND SPECIAL SCHOOL TEACHERS
Some of the pertinent studies are reviewed and reported as below:

2.9.1 Williams, and Gersch (2004) studied on ‘Teaching in mainstream and special schools: are the stresses similar or different?’ Objectives: (i) To measure stress levels in different schools and compare overall stress scores for teachers in special and mainstream schools. (ii) To explore whether there was any relationship between age taught, class size, hours per week spent teaching, hours spent on
paperwork, absences, media influences and the total level of stress experienced by teachers, regardless of which school they taught in. (iii) To examine whether teachers felt fully equipped to deal with stressful issues by engaging in helpful coping strategies. Sample: The sample of the study was 41 teachers in three mainstream and two special schools. Findings: (i) No difference was found between teachers in mainstream and special schools in terms of overall stress scores. (ii) When comparing individual stress factors there were significant differences between the types of factors felt to be the most stressful in the different school settings. (iii) Analysis of the results indicated a positive relationship between age group taught and amount of paperwork. Specifically, working with younger children and having less paperwork were correlated with a less stressful working environment. Teachers were asked to report how they felt when they were stressed. (iv) The most common feelings reported were frustration, anger, anxiety and misery. (v) Many teachers reported feeling exhausted. This was generally accompanied by headaches and feeling ill which led to appetite loss or a desire not to attend work. (vi) Others felt that they had no one to talk to, resulting in low tolerance and lack of concentration. The coping strategy that teachers most wanted schools to adopt was to allow teachers more preparation time during the school day. (vii) Secondly, teachers wanted more recognition of their efforts. The data revealed that teachers used both direct and indirect coping strategies to assist their situations. (viii) Some teachers feel that they are not always respected by others and conclude that the high demands entailed in their jobs are, at times, extremely stressful.

2.9.2 Devi (2011) studied on ‘Burnout in relation to Emotional Intelligence of Regular and Special School Teachers’. Objectives: (i) To investigate relationship of burnout with emotional intelligence. (ii) To find out the difference between regular and special school teachers in terms of their burnout and emotional intelligence. (iii) To find out the difference among teachers on the basis of their age, teaching experience, Gender, marital status and type of school they served. Sample: For the present study 500 regular and special school teachers were selected through purposive sampling technique from 20 regular and 25 special schools situated in Delhi, Chandigarh and Haryana. Findings: (i) Burnout and emotional
intelligence are negatively and significantly correlated. (ii) Significant difference was found between regular and special school teachers indicating high burnout and low emotional intelligence in special teachers. (iii) The study also reveals significant difference among teachers on the basis of their age, teaching experience and type of school they served. (iv) There was no significant difference on the basis of gender and marital status in terms of their burnout and emotional intelligence.

2.9.3 Meadow, K. D. (1981) studied on ‘Burnout in professionals working with deaf children’. Objective: To investigate Burnout in professionals working with deaf children who are deaf or hard of hearing. Sample: 240 teachers and other professionals working with students who are deaf or hard of hearing in Pennsylvania and Washington, DC. Findings: (i) 80% of her sample indicated that they were to some extent satisfied with their job. (ii) Teachers of students who are deaf or hard of hearing scored significantly higher than teachers of hearing students on the scale reflecting Emotional Exhaustion.

2.9.4 Johnson, J. L. (1983) studied on ‘Stress as perceived by teachers of hearing impaired children and youth’. Objective: examined the job stress of teachers of students who are deaf or hard of hearing. Sample: represented 377 teachers from a mix of preschool, elementary, and secondary schools from residential, day, and special schools in urban, suburban, and rural settings. Findings: 27% rated teaching as very stressful or extremely stressful, 45% perceived teaching to be moderately stressful, and 27% perceived teaching as not stressful or only mildly stressful.

2.9.5 Gholamitooranposhti, M. (2012) studied on ‘Teachers’ Mental health’. Objective: To compare mental health of normal and retarded students’ teacher. Sample: 60 teacher of normal and 60 teacher of retarded (educable mentally retarded) students in Rafsanjan city. Findings: (i) In mental and physical scales, retarded students’ teachers face with less mental health. (ii) Significant different found between teachers of normal and retarded students in loneliness and fatigue scales. (iii) No significant different among of anxiety, restlessness, nervousness, hopelessness, anger, headache, sleep disorder, indigestion and heart burn scales. (iv) Significant relationship found between religious attitude and mental health.
2.9.6 Hudson, F., Meagher, K. (1983) studied on ‘Variables associated with stress and burnout of regular and special education teachers’. Objective: The study investigated the extent of teacher stress and burnout among regular and special education teachers. Sample: This study included a total of 200 public-school teachers: 116 special education teachers and a comparison group consisting of 84 regular education teachers. Findings: (i) No major difference between regular and special education teachers in terms of teacher stress. (ii) Both groups reported experiencing the same stressors and assigned nearly the same stress level to the identified stressors. (iii) Most frequently reported stressors, for the entire group were lack of administrator support, working with other teachers, and discipline and behaviour problems. (iv) Burnout was more vulnerable to stress-related problems.