

**MENTAL HEALTH AND JOB SATISFACTION OF COLLEGE
TEACHERS OF MIZORAM IN RELATION TO THEIR
GENDER, TEACHING EXPERIENCE AND STREAM OF
EDUCATION**

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OF MIZORAM IN RELATION TO THEIR GENDER, TEACHING
EXPERIENCE AND STREAM OF EDUCATION**

BY

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EDUCATION DEPARTMENT

Submitted

**in partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**



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Dated 16th December 2019

CERTIFICATE

This is to certify that the thesis entitled, '***Mental Health and Job Satisfaction of College Teachers of Mizoram in Relation to their Gender, Teaching Experience and Stream of Education***' submitted by **Louise V.L. Rinsangi**, having Registration No. MZU/ Ph.D./812 of 9.11.2015 to the Mizoram University for the degree of Doctor of Philosophy in Education has been completed by her under my guidance and supervision. The work done by the candidate is the original one and it has not been submitted to any other university or Institution for the award of any degree or diploma and it is within the area of registration.

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Year: 2019

DECLARATION

I, Louise V. L. Rinsangi, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Instituted.

This is being submitted to the Mizoram University, Tanhril, Aizawl, for the degree of Doctor of Philosophy in Education.

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Dated : Aizawl

(Louise V. L. Rinsangi)

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CHAPTER - I

INTRODUCTION

1.1 Introduction

Education is the greatest influential and inducing medium of progress. It is enormously essential for rushing the pace of development of the country by fostering all its available human capitals. The significance of education is generally for two reasons. The first is that the preparation of a human personality isn't finished without education. Education makes a man a scholar; it induces him to contemplate peacefully and to decide. The second is education is that through Education a man can contract data from the peripheral world, to explain history and merge that data in respects to the present. It is significant not just for guaranteeing that you make an incredible vocation yet additionally, for instilling acknowledged qualities and standards throughout your life. Adoration for older folks and love for younger ones, thinking about your nation and your life, thinking about the secretive universe of science and arithmetic is all conceivable just if education is a reality in your life. It is just education that lays the ground for people to carry on in a refined way that separates individuals from other creatures. It is the education and just education that will make us ready for a superior future for humankind.

Teachers are the building blocks of all the educational foundation. The fate of a country and the nature of any educational establishment basically rely upon the teachers. Nature of education for the most part relies upon the teachers and the nature of teachers relies upon their own as experts. Along these lines, it is important to improve the quality and adequacy of the teachers. Mental health and job satisfaction

are the two pre-requisites of the teachers. Both of these are significant for the teachers to carry out their obligations and duties appropriately.

The Indian Education Commission (1966) portrayed teacher as one of the most significant variables paying to the country advancement. The greatest arrangement of education may slump to accomplish the ideal finishes without earnest, skilful and expertly mindful teachers. National Policy on Education (1986) properly expressed: "No understudies can transcend the level of its teachers". Powerful teachers are required in the study hall in light of the fact that even the best educational program and absolute best prospectus stay insufficient without a decent teacher. Tagore has properly said that "solitary lit light can help another" which implies that lone an illuminated teacher who remain ever alive and battling in the quest for information, could edify his understudies and could enthuse them for more learning. The teachers ought to be a model to his own picture in the psyche of his students. The teacher can make a national point of view for understanding the social and monetary contrast in the country.

Instructing is consistently a dynamic action. It unfurls a universe of learning, data, experience, and education. As set down in the report of the International Commission on Education (1996) in any occasion, no change can prevail without the co-task and dynamic cooperation of teachers. The social and material status of instructors ought to be considered as an issue of importance. As is referenced in National Policy on Education (1986) that the position of the teacher mirrors the social ethos of a general public; it is thought that no individuals can transcend the level of his teachers. The administration and the network should endeavour to make

conditions that will help persuade and move teachers on valuable and innovative lines. Teachers ought to have the opportunity to advance, and to device fitting strategies for correspondence and exercises pertinent to the requirements, capacities, and worries of the network. A creator opined that powerful teachers have high desires for all students and help them to learn and to bring positive scholastic, attitudinal and social results for the improvement of society. Another saw that a compelling teacher is one who reliably accomplishes his objectives that are connected either straightforwardly or by implication to understudy learning. The nature of a nation relies on the nature of its residents and its natives depend in turn upon the nature of teacher education. The nature of teacher education depends more than anything else upon the nature of their teachers, so the education of teachers ought to be given more significance.

It is, presently, being progressively understood that instructing is a factor, which advances quality in education, likewise observes by the Indian Education Commission (1964-66) of all the various components commitment to national improvement the quality ability and character of teachers are without a doubt the most critical. National Policy of Education (1986) additionally suggested motivators for good teachers. Singh expressed that teachers are viewed as the most significant resource for any establishment. The teacher is a telescope through which individuals can see the far off tomorrows of the students.

1. Concentrate the knowledge base of educating and learning.

Teachers in higher education are a topic of authority with enormous knowledge of their control. When somebody enters his profession, there is another

field of knowledge he has to know: instructing and learning. What the teacher thinks about instructing and learning keeps on developing drastically. It incorporates creating successful instructional techniques, achieving the present students, and educating with innovation. Where is this knowledge base? Books, articles in educational periodicals, bulletins, gatherings, and online resources give sufficient assistance. Exploit your establishments inside for educating and learning or other expert improvement resources.

2. Accept all who enter the classroom door.

Much has been expounded on under prepared students who enter college. Since more students go to college now than any other time in recent memory, it is just level headed that some are not as ready as we may anticipate. Organizations are managing this issue; however, educators must do some reconsidering about how they instruct, to address the issues of all students in their classrooms. Ungraded pretests and intrigue inventories can be utilized to perceive what your students definitely think about the substance you will educate straightforwardly. Students in all classes need assistance learning how to gain proficiency with the material. You might not have envisioned that you would encourage how to learn vocabulary in your college courses, however, that might be exactly what your understudy's need are. Most importantly, students ought not to be chided on the off chance that they don't know things that weren't instructed in high school. Acknowledge students where they are and help them to go ahead. They need a college education!

3. Plan for instructional management.

For quite a long time, college educators never thought of classroom management as something they needed to design, yet circumstances are different, and the present college students need to realize what's going on. Posting a visual framework of what will be finished during the class enables students to pursue the exercise and remain focused. Different parts of instructing, for example, disseminating papers, gauging participation, and setting aside a few minutes for students to pose inquiries, should be a piece obviously arranging. Place arrangements in the schedule about participation, unsettling influences, mobile phones, and so forth, and after that survey those approaches with students. You set the pace of the class and thus management methods are required.

4. Instruct with a variety of strategies.

Concentrate the writing and find out about methodologies, for example, student-focused educating, guided requests, dynamic learning, address, bunch work, and online dialog. Use what works best given your substance and your students' learning needs. The best guidance is to be visual, trailed by keeping students effectively thinking, composing, looking at, and applying new knowledge. Students adapt all the more effective when they've been given the basis for what they are learning, and when they comprehend why the teacher has picked certain instructional techniques and learning exercises.

5. Use appraisal to inform students regarding their achievement.

The present students are accustomed to checking their evaluations on the web so they know where they remain at some random time in the semester. Reviewing arrangements should be clear and evaluating scales simple to utilize. Offer your reviewing policy recorded as a hard copy on the prospectus and after that show precisely how it functions after the main huge test, paper, or task. Remind students that appraisal is more than the appointing of an evaluation. An evaluation causes them to comprehend their accomplishment and enables teachers to address their issues.

6. Keep passion.

It is exceptionally simple to wind up dampened by understudy protests, the absence of authoritative help, spending cuts, and job frailty. In any case, would it be that attracted you to your order initially? For the majority of us, it was a genuine passion for the subject, a longing to get familiar with about it, and a further want to then share that knowledge. In higher education, we have chances to learn research, instruct, and shape the eventual fate of our controls and impact the bigger world through our orders. Fruitful college teachers perceive that a considerable lot of the present college students have learning needs. Taking activities like these causes them to address those difficulties effectively.

In the present educational scenario, the whole world is changing in global village High egocentrism, selfishness, family dissatisfaction; corruption and high materialism has become the main features of the society. Since the teacher is also a

part of society. These factors also affect his mental health and adjustment. In changing times and advent of knowledge explosion the teachers must keep themselves abreast of the expectation of their students. Teaching profession occupies an important and prestigious place in society.

1.2 Mental Health

Mental Health is actually a lot more when compared to a simple absence of mental disorders. It describes a state of mind that is recognized by mental well being, relative independence from tension & disabling symptoms, along with a capability to build positive associations and cope with the typical demands as well as stresses of life (Bhagi& Sharma, 1992). It's the adjustment of the person to himself and the earth in particular (Bernard, 1961). It implies a good connection to one's person as well as to one's atmosphere (Rogers, 1957). As outlined in the World Health Organization (1948) mental health as a state of complete actual physical, social and mental wellbeing and not simply the absence of infirmity or disease. World Health Organization (2004) defined which it is actually a state of wellbeing in which the individual realizes his or maybe the personal capabilities of her and could manage with the steady pressures of life which can work fruitfully and productively and can add to his or maybe the public of her.

As suggested by mental health is actually a circumstance of mental development. It's a state of social and individual delivery with a limit of pleasure and adequacy. Mental health consists of good judgment as well as frames of mind towards oneself along with other individuals. Yue, as well as Yong (2007) in various examinations, demonstrate that teachers have one of the most upsetting occupations.

Very long haul labor stress might encourage burnout, which greatly influences teachers' mental and physical health, brings down the dynamics of their work therefore, impedes their students' actual physical wellness as well as improvement and jeopardizes the audio development of education. Educating is actually regarded as one of the most testing callings. Teachers' mental health assumes a tremendous task in instructing learning process. The whole duty of the encouraging calling provided to the teachers of course, if a teacher is not psychologically or even physically steady he cannot satisfy his responsibilities. Inadequate mental health unfavorably influences the mental health of the pupil. It's simple to enhance the health status with a good connection, the sensation of prosperity, good sensation of confidence within the business. World Health Organization in 2001 advised that mental health is actually a problem of prosperity wherein the single understands his or maybe her own capacities, can easily adjust to the typical worry of daily life, could work productively and beneficially and could add to his or maybe the locale of her.

The articulation 'mental health' comprises of two words: 'mental' and 'health'. Health, for the most part, implies a sound condition, or prosperity, or opportunity from the disease. Mental health, in this manner, may allude to a sound mental condition or a condition of mental prosperity or opportunity from mental sicknesses.

A researcher implies those practices, discernments, and emotions that decide an individual's all level of individual viability, achievement, bliss and brilliance of working as the present likewise relies upon the advancement and maintenance of objectives that are neither too high nor too low to even consider permitting

reasonable fruitful support of convictions in a single's self as a commendable and powerful person. He further expresses that since representatives spend approximately 33% of their time in their work environment, mental health is of utmost importance.

World Health Organization (WHO) said that mental health is not merely a nonappearance of sickness or disease. Mental health is the capability towards change in thoughts, ambition, needs, and sentiments in a single's daily life. World Health Organization (WHO) characterizes Mental Health as a problem of prosperity in which the individual understands his or maybe the very own capabilities of her, can easily adjust to the standard anxieties of daily life, could work productively and profitably, and could make a commitment to his or maybe the locale of her. Mental health alludes to an individual's health of the psyche. Together these lines, the outcome of social, physical and education would all be in a position to affect somebody's mental health.

The term mental health may be depicting possibly a degree of subjective or a nonappearance or enthusiastic prosperity of a mental problem. By the points of view of the order of good mind science or maybe extensive quality mental health might add a person's capability to value life and secure a harmony between living exercises as well as endeavors to attain mental flexibility. Mental health is actually a declaration of the thoughts of ours as well as means a good adjustment to a scope of requests.

Nesse et. al. (2005) viewed that mental health can include a private power to have life and procure a sense of balance between living activities as well as attempts to attain mental resilience.

Atkinson (2006) additionally seen that mental health is a term used to depict either a level of psychological or passionate prosperity or a nonattendance of mental health.

Jahoda (1958) included distinguished classifications inside which ideas of mental health could be spoken to. He depicted these as pursues:

Mental health is demonstrated by the frames of mind of the person towards themselves development, improvement or self-realization, self-governance, view of the real world, environmental mastery. Mental health is the capacity of the person to coordinate creating and contrasting parts of them over time. Jahoda unmistakably characterized, we go now to the issue of typical and anomalous, or as most ordinarily alluded to as the rational and the crazy. It is difficult to recognize the typical from the irregular, without a doubt there is an extraordinary deal of clashing proof identifying with the utilization of such terms like craziness, mental illness, and schizophrenia.

Great mental health relies upon the condition of both personality and body. Each applies an immediate impact on the other, yet inferable from the intensity of brain over issue, great mental health is of preeminent significance. Numerous scholars and researchers have discussed the idea of the connection between the brain and body. The mental procedures impact physical prosperity and the other way around. It demonstrates the connections between musings, sentiments, and body working. Mental health is a sound, productive personality and controlled feelings. It is the aggregate and agreeable working of the entire character of a person for ideal working with greatest acknowledgment. Positive mental health demonstrates a person's capacity to adapt to the present and to accept changes later on. A condition

of trade off and adjustment to a circumstance in his life prompts better change. He satisfies his duties, capacities viably and is happy with his relational connections and himself.

Mental health is a condition of joy regularly identified with, happiness, satisfaction, accomplishment, positive thinking or expectation. It is a functioning or consistently evolving state, which is estimated as a significant part of one's all over health status. It is simply the modification of people and the world everywhere with an incomparable adequacy, satisfaction, bliss and socially chivalrous execution and the capacity to confront and tolerating the authenticities of life.

Mental health has two perspectives: individual and social. The individual part of mental health implies that the individual is inside balanced, self-assured, free from interior clashes, counteractive action and pressures, his sentiments, and activities work resonantly towards himself, encompassing individuals and his condition. He is practiced in deciding, accepting errands as per his abilities. He discovers satisfaction, achievement, and joy in everyday work. He can live adequately with others. He has knowledge into and comprehension of his intentions, wants, shortcomings and solid focuses. The social part of mental health indicates that mental health is the after effect of the social powers of affecting the individual start with his developmental years and proceeding for a mind-blowing duration. It is a result of these two angles that mental health is, now and again, characterized as the capacity of the person to make an individual and social modification.

A healthy individual is cutting-edge cognizant control of his life. There is steadiness in his conduct before direct. A healthy individual knows about his very

own strength and shortcoming. A mentally healthy individual does not live previously but rather he generally tactics and reflects for his future and turns concurring in the present. His upcoming direction is extremely sensible as indicated by his very own abilities and resources. The following criteria have been identified of a mentally healthy person and also known as positive mental health signs-

1. Possesses socially adaptable behavior. - Experiences of change, novelty, and uncertainty are common to all humans. These include major events such as beginning school, moving out of home, and starting a new job. Just as general life is full of changing, new, and uncertain situations, so are our working lives — and especially the working lives of teachers. For example, at work teachers regularly encounter a diverse range of learners to whom they must respond appropriately face unexpected situations in the classroom or shifts in timetabling that they need to navigate interact with new colleagues, students, and parents integrate new and changing knowledge from professional learning into their teaching practices. All of these situations require teachers to adapt in order to successfully navigate them. Adapting may involve adjusting lesson pacing to better engage students, minimising frustration when a lesson is not going according to plan, or adapting one's approach to collaboration to work well with a new colleague.

2. He is emotionally satisfied. Emotional satisfaction arises when you are able to convey your hidden feelings without any hesitation. The understanding of your emotions by oneself or by the person whom you want to convey your feelings is emotional satisfaction.

3. He possesses an adaptability and resilient mind. Resilience is the process of being able to adapt well and bounce back quickly in times of stress. This stress may manifest as family or relationship problems, serious health problems, problems in the workplace or even financial problems to name a few. Developing resilience can help you cope adaptively and bounce back after changes, challenges, setbacks, disappointments, and failures.

4. His desires are in harmony with socially approved norms. Social norms are typically conceived in the social sciences as customary rules that constrain behavior by eliciting conformity

5. He is enthusiastic and reasonable. The reasonable person (once known as the ‘reasonable man’) is the longest-established of ‘the select group of personalities who inhabit our legal village and are available to be called upon when a problem arises that needs to be solved objectively’

6. He possesses good habits and a constructive attitude. Good habits imbibed over time make a person have constructive mindset. Such people also become visionaries while people who do not inculcate good habits can have destructive mindset which can be harmful to the society. Right attitude is formed through ethical values and positive approach to life

7. He has insight into his own conduct. If you gain insight or an insight into a complex situation or problem, you gain an accurate and deep understanding of it. I hope that this talk has given you some insight into our work. If someone has

insight, they are able to understand complex situations. He was a man with considerable insight.

1.3 Outlooks of Mental Health

Mental Comfort

Mental health is where a person's mental health may embrace a wide range of ethics. Mental wellbeing is typically observed as a sure quality, to such an extent that an individual can achieve improved levels of mental health. The meaning of mental health is to see zealous success, the capability to transfer to full and advanced life, and the flexibility to accomplish life's inescapable problems. Many recuperating contexts and self-improvement guides offer techniques and perspectives embracing procedures and strategies advertised as successful for further refining the mental wellbeing of generally healthy individuals.

Nonappearance of Mental Illnesses

Mental health can be a nonattendance of noteworthy mental health condition however recent proofs originating from positive brain research proposes mental health is beyond the insignificant nonappearance of cerebral ailment. In this way, the effect of social, social, physical and education would all be able to influence somebody's mental health.

Ethnic and Spiritual Thoughts

Mental health is likewise socially developed and socially characterized; that is, for conceptualizing different methods of its tendency and causes, figuring out

what is mentally healthy, and find out what mediations are appropriate. In this way, various experts will have diverse ethnic and spiritual thoughts and encounters, which may affect the procedure connected during treatment.

1.4 Theories Identifying with Mental Health

Freud's Theory

Sigmund Freud accepts that a lot of individuals are masochist with various degrees of mental health, not really a factual standard. He proposes that the main type of mental health is hesitance, that is all that ought to be taken back again to Ego in the obviousness of ours. With last, real recognition is actually outside of the world of imagination except if superfluous Super Ego is actually survived. For him, an ordinary person is actually an individual who agreed his sexual, mental progress efficiently.

Murray's Theory

For Henry Murray (1938) a proper person has sufficient cognizance. He thinks typical to be good growth as a process where ID, inner self as well as super personality believes the vital task in determining one's conduct. ID driving forces ought to be fulfilled within the insightful supervision of "inner self" and placed under the observation of "super conscience" as acceptable to the general public and the way of it is of living.

Necessities are Murray's additional important concepts. For Murray, human instinct provided a great deal of general basic requirements, with specific contrasts on these essentials prompting the uniqueness of character via differing dispositional

propensities for every want. As a result, explicit needs tend to be more essential for others. According to him an individual having great personality is an exceptional person that ought to be contemplated surprisingly and has two characteristics underneath:

- A) There is a contrast between the super-self-image and the inner self perfect. Sense of self has a great deal of intensity and adequacy and knows about its very own mental structure.
- B) Its last objective is inventiveness and acknowledgment of itself.

Maslow's Theory

The people who have fulfilled their levels of requirements (needs) usually do not have a mental concern. They know the identity of theirs and exactly where to use. Regarding the age of theirs, they're in the center of theirs and used ages, as much more youthful people do not have an autonomous character as well as fearlessness and still haven't created their own attributes, braveness, tolerance, and insight. The understanding of the overall public with wholesome personalities is actually legitimate and in correspondence with the external planet. They visit the planet as is present and not as they would like to be. These people recognize themselves along with other folks as they might be.

Together these lines, they're not in a protective job and they also are living in harmony. These persons are common, healthy, and unconstrained. They do not consider proficient to be as sufficient. These wholesome people require autonomy as well as shelter. They do not rely on some other individuals' pleasure so they are able

to have a strategic distance from the judgment of theirs. They select for themselves as well as they themselves experience the fervors of theirs. These attributes guide people to think about them to be even, pompous, and dishonest as their very personal foes.

Kelly's Theory

It is on the attributes of the general population is that individuals with mental health need to survey their own develops and analyze their very own relations with others. Fit individuals can survey their own beliefs and they remake and adjust them. Kelly accepts individual develops of the healthy individuals are impervious and these individuals can acknowledge their missteps effectively.

Another normal for these individuals is that they will in general enlarge their fields of vision and the extent of their own develops. As it were, these individuals are available to the conceivable outcomes and capability of self-awareness.

1.5 Mental Health of Teachers

The important individuals in the institutions that play a great role to bring about drastic changes are actually teachers. A significant feature of any educational institution is making the pupils healthy, mentally aware, psychologically stable, ingenious & culturally appropriate citizens. Nevertheless, this may be understood once the instructors themselves uphold excellent physical as well as mental health. An individual is known as psychologically balanced as he recognizes himself as well as the owner wants, his wishes, drives, and motivations. This particular self-knowledge is actually regarded as healthy when it leads an individual to admit

himself, recognizing his assets and liabilities, his previous behavior and existing behavior. Each school has various issues and those ought to be sorted out and be taken out appropriately to ensure that teachers might teach satisfactorily, efficiently and effectively to their students. A great Teacher is actually an eternal pupil. A Teacher is the person who teaches the real meaning of life, A Teacher introduces his pupils to an alternative perspective of living. A mentor helps in accomplishing a target.

Central to the whole educational program is the instructor. Undoubtedly, the teacher is actually probably the greatest individual determinate of the psychologically balanced school program, and well-adjusted instructor plays a crucial role to promote the mental health of kids. Nevertheless, unless the instructor himself has good mental well being, unless he's free from worries, tensions & anxieties, he can't discharge his most crucial duty of marketing the mental health of the pupils, the teacher himself should have good mental health.

Mental health of the teacher is actually the mental condition of instructor. In the words of **Bernard (1961)** mental health of teachers is actually a state in which they're helpful in the work of theirs, take pride and pleasure for the activities they pursue, wreak cheer in the overall performance of the duties of theirs and are humanly considerate of their co-workers. Unless the teacher's mental health is good, he can't teach efficiently as well as the quality of teacher effectiveness will invariably missing in him. In case the mental status is high, the instructor is going to be effective in the teaching of his. The pupils, society and also the nation will be then be benefitted more.

The psychological health of teachers is actually the state of the entire person of theirs. It shows the manner they might be at their best at the office. The psychological health of teachers may be noticed via their usefulness at work of theirs, job satisfaction, proud of what they actually do, cheerful at considerate as well as work of the employees they work with. The teacher's psychological health is directly connected to the job of the classroom. As a result, good brain health of the teacher must be as vital a qualification as academic competence.

The mental health of teachers is essential in order to know their abilities, coping with usual stress of life to work productively and make some contribution to the learning community. Consequently, the mental health of teachers should be enriched in order to make the students to face the difficulties continuing within the society. With changing socio-economic situation, the value of teacher and their specialized concern with the role have compulsorily suffered a change which adversely affects this mental health.

There is an emerging proof that Mental Health is related to much better overall benefits. Bhatia (1982) considered Mental Health as the ability to equilibrium spirits, needs, ideals as well as drives in one's daily living. It indicates the aptitude to deal with and admit truths of life. Every career strains some exact abilities as well as competence or perhaps on the part of professionals. Teaching as a career additionally involves many abilities to meet difficulties. Today's teaching faculty function in a world that will require them to meet multiple expectations from pupils, parents, principals as well as the community. Except if they've powerful Mental Health they can't achieve target entrusted by the authorities as well as parents. Today the problem

of Mental Health of pupils and also teachers got a lot of interest from different sides. When the teacher isn't in good mental wellbeing, he/she is able to do incalculable damage to the nation in the form of bad instruction to the pupils. Lack of Mental Health might result in unhappiness, disaster, misery as well as insanity due to which the character of the pupils is actually impacted. Teachers are probably the most effective agents that influence the actions of the pupils. Thus teachers must possess mental stability and good attitude towards life. Based on Segal and Smith (2011) people who are mentally and emotionally strong possess the resources for coping with challenging circumstances in times that are bad and good”.

1.6 Job Satisfaction

Job satisfaction indicates the entire adjustment to carry out the job situation. Work satisfaction might be referred to as a pair of thoughts that a private hold towards his or her task. It provides a person's evaluation of his or her effort. It is an appraisal of the perceived mental encounters in addition to employment attributes in the office. It is the extent to which one feels fantastic about the task. The source of job satisfaction comes out of the working environment, supervision layout, organizational culture, and interpersonal relationship.

The analyst considered the accompanying measurements for estimating teacher job satisfaction. They are (1) proficient (2) Teaching-learning (3) development and (4) relational. Problems identified with job security and social eminence, shaping youthful personalities, getting thankfulness from others, achieving the solutions to problems of the students are significant elements. Instructing learning alludes to the problems of students, new circumstances, effectively dealing

with the classes, under study dynamic support in the classes, and creative strategy in educating, deliberate arrangement of the work. Development identifies with imagination, creative method in educating, support of social exercises, co-curricular and social welfare exercises.

Numerous theories of job satisfaction have been proposed, however one of the most broadly used in educational settings has been that of Herzberg (1968). Herzberg two-factor theory places that job satisfaction originates from a lot of job factors (called helper needs or satisfiers) and job dissatisfaction from another arrangement of factors (cleanliness factors or disappoints). Satisfiers incorporate, for instance, acknowledgment, obligation regarding one's work, self-awareness, accomplishment, and progression, while dissatisfiers incorporate numerous parts of work outside to the self, for example, pay, associations with partners and bosses, work conditions and security.

Weiss (2002) has stated different impacts on satisfaction incorporate the management style, culture, representative association, strengthening and self-ruling workgroups. Job satisfaction is a significant property that is as often as possible estimated by organizations.

Bounce mark characterized job satisfaction as a "person's emotional response to a job or its numerous features". In the greater part of the work where individuals are utilized, contribution of the person with the workplace and its features exists. The job association may deliver satisfaction or dissatisfaction, skillful or mediocre sentiments, profitability or absence of it, residency or turnover (De Pierro, M.L., 2003).

Trabue (1993) saw that the genuine reward of the genuine teacher lies in the profound satisfaction, he feels in watching students develop in their comprehension of themselves and of their world, in observing them create independence, activity, and awareness of other's expectations.

Sorenson (1991), in this unique circumstance, displayed that an extraordinary reward, which a teacher gets, is simply the satisfaction.

Vocalist (1978) expressed that on the off chance that a teacher experiences uncertain individual clash, at that point definitely his academic connections are twisted. He may move toward becoming to his understudies a figure of 'fate at any rate' to the degree that the learning procedure and his entire participation to a subject and to the school are aggravated.

Lowman (1984) brought up that grants are a typical strategy for giving open acknowledgment yet they are excessively rare to everybody who merits them. Peretomode (1991) and Whawo (1993), have recommended that the higher the distinction of the job, the more prominent the job satisfaction. Sharma et. al. (2006) saw that drawing in and holding high-quality teachers is an essential need just as a test for educational organizations. While characteristic variables assume a critical job in persuading people to enter the show calling, extraneous conditions can impact their job satisfaction and want to stay in instructing.

Adeyinka et. al. (2007) found that a relationship exists between apparent inspiration, job satisfaction, and responsibility, despite the fact that the connection amongst inspiration and duty was negative.

Youthful (2005) expressed that organizational atmosphere and teachers' inclusion in educational plan change is the immediate components to influence teachers' job satisfaction, which is the significant moderate variable to effect on teachers' expert duty, independence, and burnout. It is additionally reasoned that organizational atmosphere improves teachers' expert duty.

Kumar et. al. (2008) secured that position satisfaction relies upon the individual desire, needs and estimations of a person. In the event that an individual is happy with his job, his mental health is flawless, he conveys quality sources of info and there are different favorable circumstances. So job satisfaction is a significant part for teacher adequacy. For the improvement of society and the advancement of a country, it is important to see all-adjust improvement of its youngsters which is a result of crafted by compelling teachers. So we need to expand their job satisfaction with the goal that their adequacy can add brilliance to what's to come.

Usha et. al. (2007) saw that the job satisfaction of a teacher is additionally significant as a definitive want of any individual is the most positive outcomes from the exercises he is doing. Satisfaction from doing anything identified with his job will give additional vitality and motivation to a teacher to cherish his job more.

Job satisfaction consists of both outward and characteristic elements. The most effective consequences on job satisfaction are distinctive elements, for instance, a sensation of achievement, self-esteem, and self-improvement. Job satisfaction might also launch from the achievement in dealing with pupils, communications with associates, as well as the accomplishment of day time by day exercises in the classroom. Job satisfaction in teaching profession happens with the achievement,

teachers are in the areas of the specific duty of theirs, assessment work, as well as doors that are open for progression and accomplishment. Extraneous components influencing job satisfaction include pay, incidental benefits, school wellbeing, norms framework, monetary equivalence, and job security. Study shows extraneous components do not altogether disturb the amount of job satisfaction of teachers discovered a couple of individuals get into the profession because of the degree of prospective pay, benefits, or even recognition. Which does not imply these outward variables are actually immaterial to job satisfaction.

Job satisfaction is still referred to as an extensive attitude towards one's evaluation and job of just how properly the job meets the expectation. Job satisfaction is viewed equally as widespread mind set along with complete satisfaction with certain dimensions of the task as pay, the task itself, promotion opportunities, supervision, coworkers etc. These might interact in tactics that are actually distinct to get the sensation of pleasure with the venture. The quantity of pleasure could differ with precisely how good results fulfill or perhaps go over the expectations.

Job satisfaction is the beneficial enthusiastic response to the task circumstance coming about due to completing what the worker needs out of the job. It is an enjoyable enthusiastic state of the evaluation of one's job; a profitable effect along with a frame of mind towards one's job. As per the Dictionary of Education, job satisfaction is the quality, amount and state of satisfaction due to interests that are various as well as demeanors of a person towards the job of his. It's want with which employees see their work. It communicates the amount of fight between the business' desires for the project as well as the benefits that the job provides.

Job satisfaction is actually a commonly acknowledged mental part of working in any calling which portrays just how compound a person is actually with his or maybe the job of her. It's a usually constant phrase since in earlier a huge selection of years the tasks accessible to a certain person had been often managed by the command of that individual's parent. The 3 substantial areas of job satisfaction are:

1. Job satisfaction is a psychological response to a particular situation.
2. Job satisfaction depends on job results, that is, regardless of whether they exceed needs. Then again, on the off chance that they feel that the prizes and compensation is as per the diligent work they are putting in, they will have a positive job viewpoint
3. Job satisfaction speaks to a few related dispositions as proposed by Smith, Kendall and Hulin. As indicated by them, there are five significant job qualities, which affect the sentiments of representatives.
4. **Tett& Meyer (1993)** divided the factors of job satisfaction into two categories external factors and internal factors: internal factors include personality and emotional characteristics. Whereas outside factors include structural, communal and educational characteristics. Theorists believe that job satisfaction of staffs is not only affected only by external factors like organizational setup, service benefits, but also by internal factors like emotions, personality traits etc. Emotional intelligence, one of the Personality characteristics, is considered as determinant of employee's adjustment with organizational conditions and their job satisfaction. Emotional intelligence includes many characteristics like self-motivation, strength and stabilization,

taking out depression and intimacy which is important for person's success and job satisfaction. The following 3 theories are illustrative of job satisfaction

Instrumentality theory: This theory says about it is really substantial to the amount that job is really essential in buying the person what he or perhaps she values or maybe the requirements as a result of the project.

Equity principle:

The job attributes model: The six job characteristics which might hook up to job satisfaction have been defined by Lawler in addition to Hackman (1971)-

- (i) variation of work on the job,
- (ii) self-sufficiency in doing work and making assumptions,
- (iii) task identity, performing a portion of work which may be definitely identified when the outcome of the worker's efforts,
- (iv) getting performance regarding just how effectively you are doing on the job,
- (v) dealing with many other individuals, and also
- (vi) friendship opportunities on the project.

1.7 Theories relating to Job Satisfaction

The theories of problem of job satisfaction are actually as following:

A) Need theories: This theory define satisfaction as the scope of achievement in filling the requirements of a man, which includes psychological, mental, and physical requirements.

B) Brofi Theory: Brofi in 1959 classified theories associated with job satisfaction as below:

1- Need theory: Job satisfaction amount of every employee depends on two components. For starters, just how a lot of the requirements or innate needs are happy and fully satisfied throughout the job. Next, just how a lot of the requirements stay dissatisfied throughout the job. The degree of job satisfaction could be obtained by examining the components.

2- Expectations theory: the impact on the level as well as the style of individual job satisfaction. The greater the potentials of his task, the lower the job satisfaction amount going to be. For instance, one satisfies with his job in the event that all the targets of his are met through his work . Consequently, this individual gets job satisfaction a lot harder compared to somebody that has significantly lower expectations of his job and so, job satisfaction meaning differs from a person to the next.

3- Work theory: This theory tells the psychological and social factors concerning community elements; it appears to be at the effect of things like the atmosphere and organizational program of the work. These elements are really the outside ailments of job satisfaction.

4- Maslow's hierarchy of needs theory: It is quite beneficial in evaluating job satisfaction quality. Maslow launched his theory in 1940s. He was under the influence of human relations theory. As per this theory, humans are actually animals in need as well as with intrinsic wants. He thinks that individuals are inspired by unhappy requirements, and this some lower requirements have to be happy before greater requirements could be happy.

5- Need Satisfaction Theory: Job satisfaction comes once the individual's personal needs are actually satisfied. Theories of Satisfaction include instructive,

passionate, and inspirational components. The accompanying 3 theories are illustrative-

6. Instrumentality theory: It is actually the amount that task is important in getting the individual what the individual in question traits or even needs through the job. This might be a pleasure in the work, security, distinction, cash, short time, strategic scheduling, independence, useful region, daycare, and whatever else the worker thinks about substantial.

Equity theory: This theory expresses that people, have to have what they think regarding a sensible (evenhanded) return for the conduct of theirs, recommending that there's much more prominent job satisfaction in case the worker sees that the her arrival or maybe her work is actually impartial.

The job attributes model: The 6 job credits which could find with job satisfaction have been recognized by Lawler as well as Hackman (1971)-

- (i) variety of work at work,
- (ii) autonomy in doing deciding, as well as work
- (iii)task character, finishing a little bit of work which may be unmistakably distinguished when the consequence of the worker's endeavors,
- (iv)receiving execution criticism regarding just how effectively you are getting along at work,
- (v) dealing with others, and also (vi) friendship openings at the office.

Oldham, as well as hackman (1976), discovered that the correct blends of the parts expected job satisfaction pretty well by using a factual technique known as way analysis.

1.8 Job Satisfaction of Teachers

Job satisfaction needs to be viewed as crucial in its very own best not just as a means to an end. A teacher, who is pleased with his task has a pivotal role in the uplift of civilization. A teacher's complete satisfaction with the task of the influences of his private behavior in the classroom and change the activities of the pupils towards the appealing direction. Satisfied and well-adjusted instructors can contribute a tremendous amount to the wellness of his/her pupils. A disappointed guide might be irritable and could make tensions which may have a negative effect on the student's learning process and it consequently affects the academic improvement of theirs. Teachers that are actually dedicated and happy towards the tasks of theirs along with obligations are certainly much more pleased with the working outcome of theirs as well as the environment in the execution of the better quality of work as when in contrast with fellow teachers.

In recent years a reductionist approach has also been worked out which suggests that ultimately job satisfaction depends upon discrepancy prevailing with filled aspiration of the individual and his achievement, so mathematically it means.

$$\text{Satisfaction} = \text{Aspiration} - \text{Achievement}$$

When it comes in minus that tends to satisfaction and when it is plus it leads to negative satisfaction. Further he has to understand and discharge various organizational and administrative duties of the school as and when required viz. frame the school time table, decide the implementation of courses, work set for the different class groups, conduct examinations and prepare progress reports, arrange

school functions, maintain records, attend and organize meetings and so on. For providing better education, teachers must be fully satisfied by their job. There appears to be a general agreement on the fact that educational attainment of the children depends to a large extent on the job satisfaction of the teacher

The Indian Education Commission (1964-66) additionally expresses nothing could really compare to giving teacher's proficient readiness and making palatable state of work in which they cautiously are powerful. Sand Frankiewiz (1979) found positive connection between job satisfaction and powerful teacher conduct. In light of the above mentioned, the hypothetical framework of teacher job satisfaction might be considered as one of the significant elements, which can improve instructing competency.

Many theories of job satisfaction have been recommended, however one of the most broadly used in academic settings has been that of Herzberg (1968) - component theory sets that job satisfaction originates from one large amount of job elements (called helper requires or maybe satisfiers) as well as job dissatisfaction from another arrangement of variables (hygiene pieces or maybe dissatisfiers). Satisfiers incorporate, for instance, recognition, obligation concerning ones perform, personal growth, progression and achievement, while dissatisfiers include many areas of labor external to the self, for instance, pay, associations with bosses and partners, job situations as well as security.

1.9 Relationship between Mental Health and Job Satisfaction

Teacher's job satisfaction is closely related with their mental health. The problem of advancing mental health, in the educational setting, in a creating nation like India, involves high need on the plan for human improvement. Specifically, achieving the objective of mental health for all by AD 2000 is fundamentally identified with arranging and executing educational projects. Likewise, seeking after education and accomplishing its merchandise requires accomplishing an ideal level of health for the students and teachers. Any unsettling influence or disturbance in this procedure is probably going to make dangers and health risks. Simultaneously the educational procedure itself may have suggestions for the health status of teachers, students and the network. At the end of the day, there is a proportional connection between the health statuses of the more extensive network.

Mental health in addition to job satisfaction generates satisfaction as well as achievement in life. They are the cause and outcome of each other. They are akin to two sides of the identical coin. The teachers need to be great at their task. Due to this, they should be mentally nourishing. Job satisfaction is going to keep the teachers in high spirits and in the charming way of living which nourishes their mental health. Job satisfaction of teachers will be the main index of the mental health. It is the solution to teacher's success.

Goel (2011) found that teacher effectiveness of teachers having high mental health was more as compared to teachers having low mental health. She also reported that teacher effectiveness, job satisfaction, personality dimensions and mental health

were found positively correlated and job satisfaction and mental health was found positively correlated.

Jadhav (2012) studied on Job satisfaction and mental health of secondary school couple teachers. He revealed no significant difference in the job satisfaction and mental health of couple teachers but a positive and significant correlation exists between job satisfaction and mental health. Sen (2008) in her study found significant differences in Job Stress and Job Satisfaction of teachers and managers, teachers experience low job Satisfaction and they face job stress.

Ahadi, (2009) has conducted a study on mental health and job satisfaction among high school principals and teachers, Iran, found Global job satisfaction and its five components have negative correlations with the 9 mental disorders, the multiple correlation coefficient of the five job satisfaction facets & the 9 mental disorders are significantly correlated. Mohammadi, (2013) reported significant negative correlation between satisfaction with pay and mental health among teachers. Galgotra (2013) found that job satisfaction has an effect on the mental health of the teachers and also reported no difference in mental health in respect to gender. Brackett et.al. (2010) noticed emotion-regulation ability was associated positively with positive effect, principal support, job satisfaction, and one component of burnout, personal accomplishment among British secondary-school teachers. Parsa et.al. (2013) researched on connection between job pressure and job satisfaction and the responsiveness of high schools teachers, found a critical and positive connection among responsiveness and job satisfaction and a huge and positive connection between job satisfaction and job pressure. Platsidou (2010) examined on Trait

Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction. The analyst reasoned that Greek teachers announced genuinely high scores in the particular variables and the general EI. Seen EI was fundamentally identified with burnout disorder and job satisfaction, demonstrating that teachers of high-saw EI are probably going to encounter less burnout and more prominent job satisfaction. Scientists in a specialized curriculum have secured that position dissatisfaction and teacher stress are corresponded with one another and with unique instructor wearing down. McNeill and Jordan (1993) studied 31 teachers of students who are hard of hearing or in need of a hearing aide utilizing an oral way to deal with educating and contrasted them and 93 teachers of students who are hard of hearing or in need of a hearing aide who utilized a Total Communication way to deal with instructing to survey these teachers' pressure and job satisfaction. Results demonstrated that the two gatherings did not vary fundamentally in their general reactions. What's more, neither one of the groups revealed high weight on the two overview instruments utilized. As per Ainscow and Tweddle teachers' job dissatisfaction, burnout, and locus of control can influence their exhibition and eventually the presentation of kids with SEN, which straightforwardly influences their social, full of feeling, and cognitive improvement and at last their scholastic accomplishment. As indicated by Eripek, noteworthy sources of worry for uncommon school principals and teachers that add to burnout, job satisfaction, and absence of outer and interior locus of control are workload; low pay rates; absence of self-esteem; absence of administrative skills; absence of access to new data; and time management, which is seen as the most upsetting part of work. As detailed by Akcamete et al. (2001), emotional, mental, and physical responses of exceptional

school principals and teachers in Turkey and their work load add to real pressure, which prompts burnout, job dissatisfaction, and absence of locus of control. **Sari** keep up that poor working conditions; staff connections; ineffectively composed school management and organization; low self-esteem; associations with guardians; and workload from organization and school situations, for example, agents, guardians, and nearby executives; and analysis from a more extensive network additionally straightforwardly or by implication influence burnout, job dissatisfaction, and locus of control. An investigation of 200 normal and custom curriculum teachers from four Midwestern states additionally uncovered no critical contrasts in the feelings of anxiety of teachers in the two gatherings. In an investigation of 524 Indiana teachers (262 in a specialized curriculum and 262 in ordinary education) Creekmore (1981) found no noteworthy contrasts between teachers of students named emotionally bothered, standard classroom teachers, and basic and optional teachers. Stempien and Loeb (2002) point out the association between job pressure and an absence of job satisfaction. This relationship truly adds to a condition which is extraordinary school teachers, with high levels of emotional depletion, depersonalization and wear out, leave their professional calling. The absence of unique school teachers makes problems which can bring about deficient educational encounters for the students, lower levels of accomplishment by students, and lacking fitness of alumni in the workplace, if the issue isn't tackled as per Billingsley (2004). Fimian and Blanton (1986) secured pressure in lower satisfaction were an essential spurring factor for teachers who relinquished their professions. The association of job satisfaction and stress related with specialized curriculum teachers' choice to leave. Shreeve et al., (1988) and Singer (1993) discovered less experienced

specialized curriculum teachers were increasingly able to leave their situations because of low job satisfaction realized by the stress factors of the field of a custom curriculum. Kilgore and Griffin (1998) announced specialized curriculum teachers depicted themselves as inadequately arranged, baffled, and depleted. Rosenberg, O'Shea, and O'Shea (1998) likewise discovered pressure and weight more prominent in less-experienced custom curriculum teachers. Finding out the explanations behind diminished job satisfaction and high levels of pressure are basic if an adequate measure of custom curriculum teachers is to be held in the workforce. Nichols and Sonsnowsky (2002) discovered custom curriculum teachers are more helpless against stress or expert burnout than human specialist organizations. Zabel (2002) show custom curriculum teachers are profoundly engaged with individuals, similarly as medical caretakers, doctors, and cops. A specialized curriculum teacher's feeling of achievement is lessened by emotional fatigue and de personalization. Embich (2001) stated that four primary problems outside close to home ability to control of the custom curriculum teacher are the significant supporters of burnout and job dissatisfaction. These components are: clashing jobs among general and custom curriculum teachers, job uncertainty, extra paperwork, other specialized curriculum explicit obligations, and absence of authoritative help. Gersten et al. (2001) expressed specialized curriculum teachers accept they are procured to show youngsters having handicaps, however wind up spending a greater part of their day finishing paperwork and going to gatherings. Likewise, specialized curriculum teachers felt —their impact and power in the class had been debilitated throughout the years by changes in the statistic characteristics of the understudy body. A study using 152 pairs of special and regular class teachers in Iowa did not reveal a

significant difference between the two groups in stress by age, sex, marital status, or level of preparation. Nevertheless, 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. Regular classroom teachers, on the other hand, had little special education class exposure. Hammer reported that the special class teachers tended to be less satisfied with all job factors than were the regular class teachers.

1.10 Rationale of the Present Study

It is universally acknowledged that education is irreplaceable for the general development of the country. One cannot name even a solitary calling where the job of education can be undermined. Along these lines, education fills in as the spine for the advancement of the country. Additionally, a teacher holds a crucial position as he/she holds the incredible obligation of instructing the future age. On the off chance that teacher feels fulfilled, they will be in a situation to adapt to the educational objectives in a fruitful way. Accordingly, it is essential to examine and comprehend teacher's view point of job satisfaction at both the large scale and small scale level, which may bring a change for the improvement of society.

A teacher assumes an unmistakable job in society. Teachers impact the society they live in. They give incredible help in structure an ideal and dynamic society. They convey the duty of conferring learning and education. Aside from guardians, they are ones that give knowledge and incentive to the youngsters, which would then shoulder the duty of structure a solid country. Students are profoundly influenced by the teachers' adoration and fondness, their character, their skill and

their ethical duty. A prevalent teacher turns into a model for their students. The students attempt to follow their teacher in the habits, outfits, manners, style of discussion and their get up. They can lead them to places. During the underlying long stretches of education, teachers help students decide their objective and desire throughout everyday life. They additionally help students shape up their tentative arrangements. In this way a decent and keen visionary teacher assumes an incredible job in getting down to business of the student's future. The significance of a teacher as a designer of our who and what is to come, requests that simply the best, most wise and skilled individuals from our intellectuals ought to be allowed to fit the bill for this noble calling. A famous and fruitful educational framework requires some well-regarded and superb school personnel. At the end of the day, high-quality scholarly staff is the foundation of a fruitful educational framework. The objective of higher education is to make progress toward scholarly advancement, confer thorough knowledge, give high-quality education to students, in this manner, taking into account the improvement requests of the country. None of these objectives can be practiced without the assistance of compelling and qualified teachers. Incredible teachers and amazing education in any nation in the world have assumed an unavoidable job in the advancement of the nation. Thus, the level of satisfaction of teachers towards their job is imperative to examine. The inclusion and duty of the teachers to their calling are viewed as the most significant component of job satisfaction. The eventual fate of each college is highly reliant on the satisfaction level of its school personnel. The comprehension of elements influencing the job satisfaction of college teachers are of most extreme significance for the execution of an effective, imaginative and dynamic educational framework.

For any successful teaching learning process job satisfaction of the teachers are of primary importance. It involves various individual, official and communal aspects. When teachers reach satisfactory job satisfaction, they will fulfill not only the educational goals or individual goals but also the functioning as frontier social worker. In some recent study it was established that teachers are motivated more by intrinsic reward like self-respect, responsibility and a sense of accomplishment, than by extrinsic rewards like salary and other financial benefits.

The keystone of the whole educational enterprise is the instructor. Mentor exerts a great deal of impact on the pupils of his as well as the behavior of his is additionally a crucial variable in the teaching-learning system. Hence, nothing is often as vital as providing the teachers with the very best specialist preparation and producing satisfactory elements of work. In addition, if the teacher isn't sound in the mental health of his, he can't do justice to the pupils of his as well as can't offer assistance in the issues of theirs.

These days, there is, in virtually any situation, a basic inclination that the instructors do not have satisfaction in the job. There is by all accounts a developing dissatisfaction towards the job of theirs due to which standards of training are actually falling. Instructors are disappointed despite different blueprints & projects, which are actualized to enhance their job. Dissatisfied teachers, notwithstanding having excellent as well as sound scholastic vocation and specialist preparation, will do very much harm since they will neither perform whole heartedly nor will they make an effort to add anything to education.

The mental health of a mentor is actually vital for raising the states of instructing and state of administrations. The teacher is able to boost his own mental health so that he is able to make the comprehension of his understanding of himself, accept himself typically as he is, as well as have a functioning component directing his own life rather than being content with responding to pressures.

Work assumes an unmistakable job in our lives. It possesses extra time compared to a few other individual campaigns and it provides the monetary source for our living. This way, Job satisfaction is a tremendous design in organizational exploration since it impacts the normal prosperity of the business. Fulfilled representatives make progressively good working state for the businesses. They have a good assessment of their job, in view of their own observations as well as mental encounters. The fulfilled employees connect with themselves in even more holistically and acknowledge organizational goals as opposed to the dissatisfied versions. They will seem to be certain to speak emphatically regarding the business, help others and go beyond the standard expectations in the job of theirs. Additionally, fulfilled representatives might be frequently inclined to go beyond the honorable obligation since they have to respond to the good experience.

More noteworthy job satisfaction is probably going to direct in the long run to progressively viable working of the individual and the organization all in all. The fulfilled worker is as a rule an increasingly adaptable and balanced who has the ability to conquer the impacts of a domain. He is increasingly sensible about his own circumstance and objectives. The worker disappointed with his job, conversely, is frequently unbending, unyielding, unreasonable in his selection of objectives,

incapable to defeat environmental obstacles and by and large troubled and disappointed. Absence of job satisfaction can be a noteworthy offspring of every day stress. There can be different reasons of job dissatisfaction, for example, quibbling collaborators, struggle with chief, not having vital hardware or resources to succeed, absence of chances for advancement, having pretty much nothing or nothing to do with choices that influence the worker, dread of losing the job, or excessively routine work and exhausting.

In the education field, the social prosperity, headway and development of the students depend, as it were, on the excitement, proficiency and expert abilities of the teachers. The advancement and eventual fate of education, its quality and goals will rely on how and by whom youngsters are taught. In this unique situation, an investigation of job satisfaction can give data to educational heads to enable them to comprehend the teachers in a superior manner and investigate the most ideal approaches to expand the profession alteration of the college teachers.

A meta-analysis of almost 30 studies of job satisfaction, incorporating over 9000 employees in a large variety of different organizations based throughout the world, suggested that the mental health of the employees has a significant impact on the job satisfaction level and the job satisfaction level is a good Key Success Indicator to maintain the wellbeing within the workplace. Job satisfaction was most strongly associated with mental/psychological problems; strongest relationships were found for burnout, self-esteem , depression, and anxiety. No such studies have been conducted so far in Mizoram context with reference to college teachers. Hence, the

researcher selected this study to find out the relationship between the mental health and Job satisfaction among college teachers of Mizoram.

1.11 Statement of the Problem

Teacher's Job in India is complex as it must meet the expectations of guardians, teachers, policymakers and address their once needs. These twin concerns make the life of teachers demanding and distressing. Teachers are relied upon to assume the job of specialists of social change and modernization. In a nation like India, conservatism, superstitions, abuses, destitution, imbalance and numerous different diseases have been proceeding for a considerable length of time. Teachers are relied upon to change this scattered social request. They need to take up the job of reformer in our society, creating current qualities and demeanors in students and masses, work for the structure up of a populist, mainstream and communist society. The teacher of future is required to arrange educational plans, advance educational thoughts, practices, and frameworks, compose T.V/ Radio projects, be an asset in the proliferation of consistently growing knowledge, and propel students in numerous innovative and offbeat ways. Simultaneously he should convey viable learning and be a gathering pioneer. Creators like Reimer and Illich have brought up a few shortcomings of existing school frameworks and articulated the 'demise of the school' and have gone to the degree of upholding 'de-schooling society'. They have supported an extreme change in education; thus, the teacher's job should experience a ton of progress. Indian society is quick evolving. A few procedures of progress are in progress to modernize and change the nature and working of our foundations. Educationists and social organizers are currently thinking intensely on the state of

society and education in future India. The future society in India will be not quite the same as the present society in numerous regards. The job of the teacher should be molded in the light of changing requests on the schools. This turns into a significant problem with regards to assorted variety of school-framework usable in India. The problem of the present investigation has been expressed as follows:

Mental Health and Job Satisfaction of College Teachers of Mizoram in Relation to their Gender, Teaching Experience and Stream of Education

1.12 Objectives of the Study

The main objectives of the study are:

1. To study the mental health of college teachers of Mizoram.
2. To study the job satisfaction of college teachers of Mizoram.
3. To compare the mental health of college teachers on the basis of their gender, teaching experience and stream of education.
4. To compare the job satisfaction of college teachers on the basis of their gender, teaching experience and stream of education.
5. To examine the relationship between mental health and job satisfaction of college teachers.

1.13 Hypotheses

Mental Health and Job satisfaction can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience and stream of education. A difference in Mental Health

and job satisfaction on the basis of gender, Teaching experience and Stream of Education is a widely researched issue. It is essential to realize that there is a relationship between mental health and job satisfaction. Gruenberg, (2006), Lee and Wilbur (2004) investigated the relationship of gender, experience to mental health and job satisfaction. They reported that level of satisfaction is higher among female less experienced workers, because they are fresh, energetic, having high expectations, values for the future, this is reference to their beginning years of job, but as the job years increase and their high expectations do not seem to be fulfilled they also feel mentally unhealthy and they feel dissatisfaction. Though no such studies have been conducted in this field in Mizoram the researcher feels appropriate to take null hypothesis to avoid biasness and expecting that there is no significant difference between the mental health and job satisfactions of degree college teachers with respect to gender, experience and stream of Education.

The study was undertaken to test and verify the following hypotheses:

1. There is no significant difference in the mental health of college teachers of Mizoram.
2. There is no significant difference between the mental health of male and female college teachers of Mizoram.
3. There is no significant difference between the mental health of male and female arts college teachers of Mizoram.
4. There is no significant difference between the mental health of male and female science college teachers of Mizoram.

5. There is no significant difference between the mental health of male and female commerce college teachers of Mizoram.
6. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their mental health.
7. There is no significant difference in mental health scores of college teachers of Mizoram with reference to their teaching experience.
8. There is no significant difference in mental health scores of arts college teachers of Mizoram with reference to their teaching experience.
9. There is no significant difference in mental health scores of science college teachers of Mizoram with reference to their teaching experience.
10. There is no significant difference in mental health scores of commerce college teachers of Mizoram with reference to their teaching experience.
11. There is no significant difference in the job satisfaction of college teachers of Mizoram.
12. There is no significant difference between the Job Satisfaction of male and female college teachers of Mizoram.
13. There is no significant difference between the Job Satisfaction of male and female arts college teachers of Mizoram.
14. There is no significant difference between the Job Satisfaction of male and female science college teachers of Mizoram.
15. There is no significant difference between the Job Satisfaction of male and female commerce college teachers of Mizoram.
16. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their Job Satisfaction.

17. There is no significant difference in Job Satisfaction scores of college teachers of Mizoram with reference to their teaching experience.
18. There is no significant difference in Job Satisfaction scores of arts college teachers of Mizoram with reference to their teaching experience.
19. There is no significant difference in Job Satisfaction scores of science college teachers of Mizoram with reference to their teaching experience.
20. There is no significant difference in Job Satisfaction scores of commerce college teachers of Mizoram with reference to their teaching experience.
21. There is no significant relationship between the mental health and job satisfaction of college teachers of Mizoram.
22. There is no significant relationship between the mental health and job satisfaction of arts college teachers of Mizoram.
23. There is no significant relationship between the mental health and job satisfaction of science college teachers of Mizoram.
24. There is no significant relationship between the mental health and job satisfaction of commerce college teachers of Mizoram.
25. Job Satisfaction is not a significant predictor of Mental Health Scores of degree college teachers of Mizoram.
26. Job Satisfaction is not a significant predictor of Mental Health Scores of arts degree college teachers of Mizoram.
27. Job Satisfaction is not a significant predictor of Mental Health Scores of science degree college teachers of Mizoram.
28. Job Satisfaction is not a significant predictor of Mental Health Scores of commerce degree college teachers of Mizoram.

1.14 Operational Definitions of the Terms Used

The terms used at the name of the study carry several particular meanings. The operational characterization of the terms is provided as follows:

1. **Mental Health:** Mental Health in this study refers to mental health of college teachers of Mizoram and their effectiveness, satisfaction and pride in the activities of their work
2. **Job Satisfaction:** "Job Satisfaction" includes to the satisfaction of college teachers' hands on inherent components (factors lying in the task itself) as well as job extraneous factors (factors lying outside the job).
3. **College Teachers:** College teacher here mean teachers working in different degree colleges in Arts, Science and Commerce stream of Mizoram.
4. **Teaching Experience:** Teaching experience in this study refers to only college teachers of Mizoram who are having teaching experience of below ten years and above ten years.
5. **Stream of Education:** Streams of education in this study refers to Arts, Science and Commerce streams in degree colleges of Mizoram.

1.15 Organization of the Report

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

Chapter I: Introduction – The first chapter is an introduction which begins with the concept of mental health and job satisfaction. The chapter also deals with the

rationale of the study, statement of the problem, objectives, hypotheses, operational definitions of the terms used.

Chapter II: Review of Related Literature- The second chapter is devoted to a review of the related studies on mental health and job satisfaction.

Chapter III: Methodology – The method and procedure of the study has been described in this chapter. The sample, the tools used, the procedure for data collection and the statistical techniques used for the analysis of data are presented in details in this chapter.

Chapter –IV: Analysis and Interpretation –Analysis and interpretations of data of the present study has been presented in fourth chapter.

Chapter –V: Result and Discussion – The fifth chapter of the study covers the results of the study, discussions of the results and conclusions

Chapter -VI Summary Recommendations and Educational Implications-The sixth chapter which is also the last chapter of the study covers the summary, Recommendations and educational implications of the study.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Having happily discovered a good issue the novice investigator is generally ready to visit frequently for the appraisal of relevant literature is viewed as needed to be accomplished as quickly as you possibly can to ensure that one can easily get on with the study. This particular perception is actually because of a lack of knowledge about the goal as well as the value of the assessment on the part of pupils that are not very sure just how to approach it.

The review of related literature can be conducted quite painlessly in an orderly manner. A research process involves gathering of information, which conceptualize the foundation upon which the investigation is carried out. This gathering of information is vital for the research for identifying and understanding the problem which he has taken for his study. In research term, this process is known as “Review of literature”.

Literature reviews play a critical role in scholarship because science remains, first and foremost, a cumulative endeavor (VomBrocke 2009). As in any academic discipline, rigorous knowledge syntheses are becoming indispensable in keeping up with an exponentially growing health literature, assisting practitioners, academics, and graduate students in finding, evaluating, and synthesizing the contents of many empirical and conceptual papers. Among other methods, literature reviews are essential for: (a) identifying what has been written on a subject or topic; (b)

determining the extent to which a specific research area reveals any interpretable trends or patterns; (c) aggregating empirical findings related to a narrow research question to support evidence-based practice; (d) generating new frameworks and theories; and (e) identifying topics or questions requiring more investigation (Paré, Trudel, Jaana, & Kitsiou, 2015).

Literature reviews can take two major forms. The most prevalent one is the “literature review” or “background” section within a journal paper or a chapter in a graduate thesis. This section synthesizes the extant literature and usually identifies the gaps in knowledge that the empirical study addresses (Sylvester, Tate, & Johnstone, 2013). It may also provide a theoretical foundation for the proposed study, substantiate the presence of the research problem, justify the research as one that contributes something new to the cumulated knowledge, or validate the methods and approaches for the proposed study (Hart, 1998; Levy & Ellis, 2006).

The second form of literature review, which is the focus of this chapter, constitutes an original and valuable work of research in and of itself (Paré et al., 2015). Rather than providing a base for a researcher’s own work, it creates a solid starting point for all members of the community interested in a particular area or topic (Mulrow, 1987). The so-called “review article” is a journal-length paper which has an overarching purpose to synthesize the literature in a field, without collecting or analyzing any primary data (Green, Johnson, & Adams, 2006).

Survey of related studies helps the investigator in 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 has been proved to be an essential part in research work.

2.2 Studies related with Mental Health of Teachers

Das, Mohapatra (1989) made an endeavor an investigation of the mental health of teachers serving in primary schools of Puri town. The findings uncover that the school work-load on a huge segment of teachers was substantial. Their association with power was bad. Students relied on the teachers and the teachers believed that mental health relied upon physical health. Most of teachers of controllers did low maintenance jobs for more pay. The diverse pay scales made erosion of values among teachers. Teachers were disregarded by community.

Jeena (1998) contemplated on "Teachers' mental health status, feelings of anxiety and occurrence of burnout during a time of progress and reorganization inside the South African Education System". The objective of the study was, to decide teachers' mental health status, feelings of anxiety and occurrence of burnout during a time of significant change and to investigate teachers' impression of the changes. 217 teachers were taken as sample from urban primary and auxiliary government schools in the Pietermaritzburg in northern area. The findings of the

study is extremely high trouble levels for each one of the respondents, independent of age, sex and post level, in examination with distributed standards and the findings of different investigations. (ii) This misery did not give off an impression of being related with their own proficient job and skill as teachers however appeared to identify with the vulnerability of their employment circumstance

Srivastava (2003) in his examination on "investigation of mental health, values and job satisfaction among teachers of Hindi and English medium schools" found that, mental health status of both the Hindi medium along with English moderate instructors are actually normal & appealing overall, however, there's still more extension for the improvement, particularly on account of English moderate teachers group. Male English medium teachers are basically greater in overall health values. Female partners are progressively predisposed to community values and the understanding, even though the Hindi Medium school teachers lay much more prominent mass on enthusiastic, power as well as monetary values. Job satisfaction of the teachers is actually quoted typical as well as palatable, however, there's also an extension because of its development. Female teachers show fundamentally greater job satisfaction compared to the male partners.

Roul, Sushanta Kumar (2004) inspected teacher adequacy of non-autonomous and autonomous structure instructors in connection to their mental health. The sample comprised of 3 autonomous arrangements and 3 non-autonomous compositions of eighty-six similar statures taken from Orissa. Most out sample comprised of 294 coaches out of which 199 were male and ninety-five were female. Outcomes uncovered both female and male instructors from autonomous colleges

had been observed to get essentially greater on teacher viability when contrasted with the instructors from non-autonomous colleges. The instructors from autonomous colleges had been discovered to have much better mental health when contrasted with the teachers from non-autonomous colleges. The consolidated effect of the college type and also the teacher's mental health didn't provide some crucial effect on teacher's viability.

Nibedita (2005) contemplated the mental health of auxiliary teachers connection to sex, conjugal status, involvement instructing, amount of training, alteration as well as self-idea. The sample of 352 auxiliary schools of the single Puri district was selected via arbitrary sampling. The study uncovered that female, unmarried, not as competent but only more knowledgeable teachers had been observed to remain in control of a more suitable person notion more than male, progressively qualified, wedded, much less experienced teachers. Generally, there existed no factually crucial contrast among wedded and unmarried teachers as to mental health. The many link esteem involving the self-concept as well as mental health only as modification taken together has been discovered. Mental health modification of auxiliary school teachers, are actually the primary considerations which are discovered to influence the enhancement of their self-strategy.

Nagai (2007) contemplated poor mental health-related to job dissatisfaction among school coaches in Japan. Questionnaire-based comment of 403 teachers used for state schools as well as 611 government workers as a correlation team in medium - S estimated city in Japan. Despite the reality that the scope of topics with government employees, the distinction in the extent wasn't measurably noteworthy in

the various calculated relapse analysis balanced for prospective confounders. In an alternative analysis, diminished job satisfaction, as well as shorter time spent of recreation, had been basically associated with an improved the likelihood. In government employees, longer working hours, and physical sickness had been connected with an improved probability of having MPD.

Khan (2008) investigated the impact of mental health on burnout teachers instructing a variety of training levels. 640 school and college teachers of 4 district of the eastern Uttar Pradesh was selected for the study. The findings revels that instructors with lower mental health had been much more inclined to burnout as opposed to the teachers of regular as well as substantial mental health.

Basu (2009) studied the mental health of university coaches as well as effect of sex and conjugal condition on the mental health of theirs. 50 university teachers from Ruhelkhand district was selected utilizing multi-stage arbitrary sampling feature. The Mental Health Inventory (MHI) by Srivastava and Jagdish was used to assess the mental health of university teachers. The analysis uncovered this while male teachers screen essentially preferable mental health over the female partners of theirs, conjugal status does not have considerable effect on the mental health of the university teachers. Male college teachers show far better mental health when contrasted with their female counterparts.

Dewan (2009) inspected the impacts of sexual orientation, religion and conjugal limitless source of ancestral school teachers in Jharkhand. Stratified random sample of 400 tribal school teachers was picked for the examination. Outcomes uncovered that sexual orientation creates considerable effects on mental health and

wellbeing. Female Teachers when contrasted with male teachers have been found demonstrating bad mental health. The basic principle effect of religion on health that is mental was observed to be big. The impacts of religion had been very same for female and male teachers & moreover for married and unmarried teachers.

Likewise, the impacts of gender weren't different for **Mistry (2010)** studied on the connection between mental health as well as job satisfaction consciousness teachers. A sample of ninety coaches (forty-five male and forty-five female) working in the different institutions of Ahmadabad was taken. The basic results of the investigation were: There was no sex contrast of job satisfaction of teachers. There was great sex distinction entirely mental health consciousness of teachers. There was a specific link between mental health as well as job satisfaction familiarity with teachers.

Pandhi (2010) inspected organizational atmosphere and mental health in secondary school teachers. 160 coaches across more than twenty-one secondary schools situated within Bilaspur district of Chhattisgarh was selected for the study. For collecting information mental health checklist by Kumar was used. There was no major distinction found in the organizational atmosphere of rural and urban schools, private and government schools, urban government and rural non-public schools, urban government and rural government schools, urban government and rural tuition-based schools, urban private and rural non-public schools, rural government and urban non-public schools. There was substantial distinction present in the mental health of teachers of rural as well as urban high schools. Generally, there was no substantial difference present in mental health of teachers of private and government

schools, outlying government and citified non-public schools, urbanized government as well as countryside government facilities. The organizational atmosphere didn't influence on the mental health of teachers.

Bagheri and Davari (2012) viewed on "Mental Health Status along with Demographic Factors Related to it in Teachers". The objectives was to explore mental health status and associated market variables among teachers of Rodan's town, Iran 274 teachers (150 Male and 124 Female) among 3 evaluations had been selected with team sampling stratified arbitrary, done market questionnaire as well as common health questionnaire 28 (GHQ 28). The findings were 1. Relatively substantial number of instructors had mellow mental health issues however info analysis by inferential insights didn't indicate mental health issues in teachers. (ii) Variables, for instance, sexuality, age, area of living and saw monetary class similarly impacted the elements contemplated. (iii) Although the instructors didn't indicate issues of mental health at all a typically substantial number of them had the issues of mental health which need remarkable consideration.

Ekornes, Hauge, and Lund (2012) examined on Teachers as mental health advertisers: an investigation of teachers' comprehension of the idea of mental health the objective of the study was to explore Norwegian K 12 teachers' comprehension of the idea of mental health. The sample of the study based on information from a successive, explorative blended technique structure among K12 teachers in the western piece of Norway. The plan was developed of three centre group interviews ($N \frac{1}{4} 15$), followed by a review questionnaire ($N \frac{1}{4} 1575$). The review reaction rate was half($n \frac{1}{4} 781$). Findings of the study revealed that teachers in higher evaluations

report progressively incessant utilization of the term, increasingly positive term-stacking and less propensity to prefer "well-being" as a substitute, as opposed to as a corresponding term to mental health. (ii) These teachers additionally report altogether higher levels of organizational help on mental health advancement.

Shakiba (2012) examined the mental health of high school teachers as well as informative guides. In a cross-sectional investigation, sixty teachers (twenty male and forty female) and sixty informative advisors (twenty male and forty female) from big schools of Zahedan city in Iran had been enrolled arbitrarily and requested to eat Minnesota Multiphasic Personality Inventory. Information had been broken down using enlightening insights as well as 't' test. The outcomes indicated substantial contrast among teachers & informative advisors in six clinical scales of MMPI with the aim that the instructors had higher scores compared to academic manuals in D (depression), Pd (psychopathy), Pa (suspicious), Pt (Psychastenia), Sc (schizophrenia Ma and) (hypomania) scales of MMPI. Mean scores of Male advisors in craziness as well as psychopathy were higher than female's scores and moreover female instructors had higher hostile scores in neurosis, jumpy, madness, schizophrenia and psychasthenia compared to male teachers. Despite the reality that the profiles of the 2 instructors as well as informative teachers were normal however, teachers had higher hostile scores as compared.

Dewan (2012) conducted a study on mental health and stress of tribal as well as non-tribal female school teachers in Jharkhand. The objective of the study to look at the impacts of stress, marital status as well as ethnicity upon the mental health of female school teachers. The sample of the investigation was 304 female school

teachers. The findings of the study out of 3 variables, to be ethnicity, marital status, and specific stress, simply ethnicity was discovered creating the effect on mental health.

Ballou, G.W. (2012) examined "a discussion of the mental health of public-school teachers". The objective of the study was to analyse the probability of minor mental issue among teachers with government workers. 403 teachers and 611 government employees were selected in an enormous city of USA. The findings of the study relapse analysis uncovered that the extent of teachers with MPD was more prominent than government employees. The distinction, nonetheless, was not measurably noteworthy though numerous strategic relapse analysis balanced respondents.

Gholamitooranposhti, M. (2012) examined on teachers mental health. The objective of the study was to look at the mental health of typical and hindered student teachers. Sample: 60 teachers of ordinary and 60 teachers of hindered (educable mentally impeded) students in Rafsanjani city. Findings: (I) In mental and physical scales, impeded student- teachers face with less mental health. (ii) Significant diverse found between teachers of ordinary and impeded students in forlornness and weariness scales. (iii) No noteworthy distinctive amount of tension, fretfulness, apprehension, hopelessness, outrage, cerebral pain, rest issue, acid reflux and heart consume scales. (iv) Significant relationship was found between religious demeanour and mental health.

Lei, Guo, and Liu (2012) examined on "primary and secondary school mental health teachers in expert character of intervention programs". The objective

of the study was to investigate the effect of teacher preparing on the expert personality of primary and secondary school teachers. The sample of the examination was 54 primary and secondary school mental health teachers. The findings of the study were, before the intervention, the test scores of the teachers in the experimental and control group demonstrate no noteworthy contrasts on the full scale just as each measurement ($P > 0.05$). (ii) In the post-intervention test, the teachers in the experimental group obtained essentially higher scores on the full scale than the teachers in the control group ($P < 0.01$); for the elements of "proficient social inclination", "word related values", and "feeling of having a place", the teachers in the experimental group additionally got a lot higher scores than the teachers in the control group ($P < 0.01$ or $P < 0.001$); on the element of "feeling of job" the scores of the teachers in the two groups have no obvious-contrast ($P > -0.05$). (iii) Overall, the post-intervention test scores of the experimental group teachers on the expert character scale are fundamentally higher than their pre-intervention test scores ($P < 0.001$), which means after the intervention, the expert personality of the teachers in the experimental group is obviously improved. (iv) For the measurements, the post-scores on "the feeling of job" and "the word related values" are phenomenally higher than pre test scores ($P < 0.001$), the post-intervention test scores on "proficient social inclination" are additionally essentially expanded ($P < 0.01$), and the post-intervention test scores on "the feeling of having a place" are less yet in addition fundamentally higher than the pre-intervention-test-scores-($P < -0.05$). (v) The teachers in the control group, there is no huge distinction between their pre-and-post intervention test scores on the teachers' expert personality full scale and each measurement.

Nandoliya (2013) inspected the mental health of higher secondary school teachers in connection to gender, environment, sorts of school and staff. The sample comprised of 720 higher secondary school teachers randomly chosen from Mehsana, Banaskantha and Patan district. The outcome demonstrated that critical contrast existed among male and female teachers on mental health. Huge distinction existed among urban and rural teacher on mental health. Critical contrast existed among expressions, business and science staff's teachers on health. Sex and kind of school of teacher connect with one another on mental health. Sex and distinctive personnel of teachers associate with one another on mental health. Sex, territory, sorts of school and various resources of teachers cooperate with one another on mental health.

Sankapal (2013) considered on "personal satisfaction and mental health among high school teachers". The objectives of the study was to gauge the quality of life and mental health among high school teachers. To examine the distinction between high school male and female teachers with respect to quality of life. To think about the contrast between high school male and female teachers with respect to mental health. To ponder the connection between great mental health and quality of life among high school teachers. To think about the connection between poor mental health and quality of life among high school teachers. A sample involving 60 high school teachers was chosen randomly from Kolhapur city, Maharashtra. The findings were, a noteworthy distinction among male and female High school teachers with respect to Quality of life. The quality of life of women teachers is superior to men high school teachers. There is a noteworthy distinction among male and female high school teachers with respect to mental health. The mental health of female high

school teachers is superior to male high school teachers. There is a Positive correlation between great mental health and quality of life among high school teachers.

Mohana, D. (2013) led an investigation identified with mental health of teachers with reference to level of teaching and teaching experience. The findings uncover that the level of teaching and teaching background don't essentially vary in their mental health.

Jadhav (2013) led an investigation on word related self-viability, job struggle and mental health of school teachers. The sample comprised of 600 primary school teachers chose from Belgaum and Dharwad district of Karnataka State. Findings of the investigation uncovered that, there is no noteworthy distinction in the word related self-adequacy, job strife and mental health of both male and female primary school teachers working out in the open and private helped schools. Positive and critical correlation was found between word related self-adequacy and mental health of school teachers.

Naghizadeh, and Shahzadeh, (2013) contemplated on "assessment of relation between teachers' mental health and students' educational progress". The objective of the study was to recognize management styles and teachers' mental health. The sample of the investigation was 310 teachers. The findings of the study showed that the normal rate of teachers' mental health is equivalent to 44.9 with a standard deviation of 3.34 and a base and the greatest score of mental health are 39.5 and 53.1, separately. Accordingly, 25 percent of teachers have lower than 42.5, 25% somewhere in the range of 42.5 and 44.5, 25% from 44.5 to 46.8 and 25% higher

than 46.8. there is no connection between administrative styles and students' educational accomplishment.

Zhang (2014) investigated the mental health as well as burnout among graduating class instructors in remote mountain areas and inspected the effect of blowing variables. The specialist led a multilevel evaluation of 590 graduating class teachers from forty-two primary as well as secondary schools in remote mountain territories of Guangdong of China. Mental health was estimated by the Symptom Checklist-90(SCL-90). The condition of both mental health as well as burnout with the respondents was basically much more disturbing compared to the national standard used as a supply of perspective. Each and every element in the SCL- 90 had a crucial correlation with burnout. All components of the SCL- 90 had been gone into the relapse problem for every part of bum out. The aspect of having the best impact on mental exhaustion as well as depersonalization was anxiety.

Van, D&et.al (2015) conducted a study and found that teachers have a higher risk of developing mental health problems when compared with other professions. That claim, however, is more often stated as a fact than as the outcome of empirical research. Against that background, we (1) critically review the existing empirical studies on teachers' mental health and (2) use the Belgian Health Interview Survey (n ¼ 7381) to compare teachers with 31 other occupations on five mental health indicators: psychological impairment, somatization, depressive, anxiety, and sleeping disorder. The idea that teachers have worse mental health than other professionals is less conclusive than often assumed.

Kidger et.al (2016) conducted a study on mental health and job satisfaction and found that teachers are reported to be at increased risk of common mental health disorders compared to other occupations. Failure to support teachers adequately may lead to serious long-term mental disorders, poor performance at work (presenteeism), sickness absence and health-related exit from the profession. It also jeopardises student mental health, as distressed staff struggle to develop supportive relationships with students, and such relationships are protective against student depression. A number of school-based trials have attempted to improve student mental health, but these have mostly focused on classroom based approaches and have failed to establish effectiveness. Only a few studies have introduced training for teachers in supporting students, and none to date have included a focus on improving teacher mental health. This paper sets out the protocol (version 4.4 20/07/16) for a study aiming to address this gap.

Methods: Cluster randomized controlled trial with secondary schools as the unit of randomization. Intervention schools will receive:

- i) Mental Health First Aid (MHFA) training for a group of staff nominated by their colleagues, after which they will set up a confidential peer support service for colleagues
- ii) training in MHFA for schools and colleges for a further group of teachers, which will equip them to more effectively support student mental health
- iii) a short mental health awareness raising session and promotion of the peer support service for all teachers.

Comparison schools will continue with usual practice. The primary outcome is teacher wellbeing measured using the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS). Secondary outcomes are teacher depression, absence and presenteeism, and student wellbeing, mental health difficulties, attendance and attainment. Measures will be taken at baseline, one year follow up

(teachers only) and two year follow up. Economic and process evaluations will be embedded within the study. Discussion: This study will establish the effectiveness and cost-effectiveness of an intervention that supports secondary school teachers' wellbeing and mental health, and improves their skills in supporting students. It will also provide information regarding intervention implementation and sustainability.

2.3 Studies related with Job Satisfaction of Teachers

Shobha (1986) conducted "a study of professional honesty along with job satisfaction of primary school teachers with necessary suggestions" the results states that the main teachers of the territory had been anchored to get higher position satisfaction as well as pro honesty. 2. Teachers that are Female, when contrasted with male teachers, unmarried teachers when contrasted with wedded teachers, urbanized teachers when contrasted with countryside teachers, and non-farming household occupation foundation teachers had been basically greater on job satisfaction & pro trustworthiness. 3. Younger teachers, when contrasted with older teachers, junior teachers when contrasted with senior teachers, and high scholastic achiever teachers when contrasted with lower achiever teachers, had been the same basically greater in job satisfaction. The main point of job satisfaction with the main instructors had been insufficient compensation, absence of physical workplaces (space, gear, and therefore on.), and difficulties in getting back payments, abuse by officials, and so forth five.

Dixit (1986) carried out a study of job satisfaction among primary and secondary school teachers in Lucknow. It was found that Hindi medium schools, primary school teachers had been a lot more satisfied than secondary school teachers.

In English medium facilities, the degree of job satisfaction among secondary and primary school teachers was the equivalent. Teachers that are Female had been a lot more satisfied than male coaches both at the secondary and primary levels. At the main level, the team senior majority in age was most fulfilled as well as the center age group was least satisfied. Involving the secondary teachers, individuals with a lot more prominent length of administration had been more satisfied. Among the main school teachers, those training in Hindi medium schools had been a lot more satisfied compared to those teaching in English medium schools. Among the secondary school teachers, those teaching in english medium schools were more fulfilled than those teaching in Hindi medium facilities.

Padmanabhaiah(1986) studied the job satisfaction, as well as teaching viability of secondary school teachers. The findings indicate that the instructors all in most had been dissatisfied with the job of theirs, female and male teachers, weren't entirely unique in the amount of the normal job satisfaction/dissatisfaction of theirs and there were no noteworthy distinctions between the coaches working in urban and rural areas in the level of theirs of satisfaction/dissatisfaction with their job overall. Be that as it might, the 2 groups had been essentially unique in the degree of theirs of dissatisfaction with policy matters as well as control arrangements. Additionally, it had been the same learned that hitched and unmarried teachers had been essentially unique in the degree of theirs of satisfaction with only 3 job components, policy matters, viz., pupils and reasonableness.

Shanker(1987) examined teacher obligation with the connection of its school environment as well as job satisfaction of teachers in secondary schools. This

particular investigation uncover that both female and male teachers working in controlled and autonomous schooling environment had been found progressively able & highly happy, as contrasted with countryside teachers, urbanized teachers had been discovered more and more pleased with the job of theirs.

Laxmi (1988) discovered this in Cuttack District sixty-five percent as well as twenty-six percent of male teachers and female, separately, were pleased with their profession and were also extremely fulfilled in the careers of theirs.

Sekar,G., Ranganathan,S.(1988) led an investigation on job satisfaction of graduate coaches in Coimbatore as well as the after effect of their examination uncover that the higher portion of the instructors had been pleased with the temperament, individual accomplishment, compensation, staff strategies, and work with partners and employers, school environment, indebtedness of work that is great as well as job security.

Ramakrishnaiah (1989) in the examination of his on "job satisfaction of college teachers" discovered that the teachers, working in junior colleges had been less fulfilled than those working in degree colleges. The kind of sex and management of the instructors didn't have some noteworthy effect hands on satisfaction of the teachers, the people that had progressively excellent it had been more and more satisfied with their job, as well as the unlike aspects as capability, marital status, expertise, age, size of loved ones or maybe character pieces didn't have some great impact on job satisfaction of the teachers.

Gonsalves(1989) discovered that the portion of teachers who were pleased with their job was below half about a broad range of teachers; the instructors had been dissatisfied with their job in view of the exchange of theirs to remote spots, as well as various undertakings which were doled out to them, for instance, family arranging, preparation of appointive rolls, overviews, along with therefore forth., as well as, the teachers had been happy as for the education policy, the teacher overseer relationship, teachers' moral values, time with them, and teachers' administration situations.

Naik (1990) worked on job satisfaction of adhoc instructing colleagues of the M.S. College, Baroda. He announced that adhoc teaching partners had been pleased with their job in view of the good demeanor towards teaching profession, the offices and monetary notion which they're receiving for more exams. Apart from this, sex, understanding, age, and marital status didn't influence the degree of theirs of job satisfaction.

SatpalKaurBasi(1991) did an investigation on the teaching competency of language coaches in connection to the job satisfaction of theirs, locus of control as well as burnout. It was learned that there were no distinctions between the teaching competency as well as job satisfaction of teachers depending on the locus of control.

Agarwal, M. (1991) studied job satisfaction of secondary and primary school teachers in which it was learned that ranking, native language and work environment had been essentially identified with job satisfaction. Male graduate teachers, single-family teachers, progressively felt and government school teachers had been a lot

more satisfied over others; marital status and grow old, nevertheless, had no connection with job satisfaction.

Rawat (1992) did an investigation wherein it was uncovered that job satisfaction scores of private, as well as government school teachers, had been altogether greater compared to their male, other evaluations & helped school partners; sex territory, kind of quality and organization of teachers in most respects weakly affected their well worth example; and, more uncovered that job expectation, job reality, as well as job satisfaction, indicated sound good connection with humanistic inventive awareness, social and negative association and stylish values with monetary and political values.

Minister (1995) conducted an investigation on stress as well as job satisfaction of english primary school teachers. The study expected to examine energy sources of satisfaction as well as tension with jobs among primary school teachers. The other real goal of the examination was securing the relationship between position satisfaction as well as term relevant anxiety. Findings of the examination demonstrate that a negative correlation was discovered between term connected stress as well as job satisfaction. Teachers that had a very low amount of anxiety had been extremely fulfilled as well as the teachers who had a higher amount of term connected anxiety was minimal satisfied with teaching calling. Apart from this, adept concerns had been associated with term connected anxiety.

Sekar (1998) considered job satisfaction of graduate coaches in Coimbatore and discovered that the great bulk of the instructors had been pleased with the temperament of theirs of their association, Personal accomplishment, salary, faculty

strategies, and work with partners and employers, working conditions in schools, appreciation of work that is great as well as job security.

Kulsum (1998) investigated the impact of school organizational atmosphere on job satisfaction of teachers. Data had been gathered from 586 secondary school teachers working within forty-five unique institutions of Bangalore city, by making use of Job Satisfaction Inventory. He discovered that there was no crucial difference in the amounts of job satisfaction of the instructors working in open atmosphere style schools as well as familiar atmosphere type facilities. Additionally, there was serious difference in the amounts of job satisfaction of the instructors working in fatherly type atmosphere schools and close atmosphere style institution and there was noteworthy

Castillo, Cano and Conklin (1999) directed an expressive correlational examination to check out explicit elements associated with job satisfaction of male and female teachers of farming in Ohio. Their examination attempted to determine Ohio farming teachers' overall level of job satisfaction. Explicit job satisfier components explored the, duty, acknowledgment, progression, and were-accomplishment job itself. Job dissatisfier components explored were-relational relations, organization and policy, salary, supervision & working conditions. The vast majority of the project satisfier variables with the exception of duty had been basically identified with the common amount of female horticulture teachers' job satisfaction. Not any of the project satisfier pieces were essentially identified with the common male teachers' job satisfaction. Furthermore, the vast majority of the project dissatisfier variables had been altogether identified with the common amount of

female horticulture teachers' job satisfaction. Once more, not one of the project dissatisfier components has been identified with male horticulture teachers' job satisfaction. In general teachers' of agribusiness in Ohio are marginally pleased with their Career and do not contrast altogether.

TahiraKhatoon (2000) completed an investigation on "job satisfaction of secondary school teachers in relation to their personal factors: sex, experience, professional training, salary and religion" found that lion's share of teachers has been secured preferring their positions and teachers' close to home elements impact his job satisfaction. Female teachers have a more noteworthy level of job satisfaction than their partners however shockingly fresher having less salary are more fulfilled than their seniors who are progressively experienced and drawing higher pay rates. Expert preparing in education was found to be affected negatively whereas religion assumes no noteworthy job in teacher's job satisfaction.

Koustelios (2001) proposed that Greek teachers were happy with the job itself and supervision, while they were disappointed with pay and limited time openings. The consequences of his examination demonstrated that specific individual characteristics (for example gender, age, and so on.,) were huge predictors of various parts of job satisfaction contrast in the job satisfaction levels of the teachers in the open atmosphere schools.

Khatoon (2000) probed the job satisfaction of secondary school teachers in connection to their religion. The results uncovered that the majority of teachers enjoyed the their work as well as teachers that are female had a far more prominent degree of job satisfaction as opposed to the male teachers. The fresher teachers

drawing less salary had been a lot more satisfied than their seniors that were encountered as well as drawing greater pay rates. It was learned that the teachers' planning affected job satisfaction adversely although religion didn't have some influence on the teachers' job satisfaction.

Kaneez (2002) researched on job satisfaction among 770 secondary school teachers using Job Satisfaction Scale by Meera Dixit. The findings of the study said that teachers working in secondary schools had been protected pleased with their positions as it were. No noteworthy difference was bought in the amounts of job satisfaction of female and male and married and unmarried school teachers. Teachers working in the schools arranged in urbanized regions had been found more satisfied with their careers compared to those working in semi urban zones. Urdu moderate secondary school teachers working in supported and non aided schools had been discovered equivalent amounts of satisfaction. When there ought to be an occurrence of Marathi moderate teachers, the degree of job satisfaction was discovered altogether greater in supported schools than in non-aided schools. No enormous contrast was discovered in between the English moderate teachers of supported and helped secondary schools. English, Hindi and Marathi moderate instructors have been found a lot more satisfied than Urdu moderate teachers. No massive difference was present in the amount of job satisfaction among English, Hindi, and also Marathi moderate teachers.

Gakhar (2003) researched into the job-satisfaction, intrigue, innovativeness, and disposition towards teaching of teacher instructors. The investigation was directed on a sample of 215 teacher instructors chose from teacher education

organizations arranged in Punjab State. Mean, SD hadn 't' proportion determined to discover the contrasts between various groups. No critical distinction was obtained in the job satisfaction of B.Ed. and NTT just as ETT and NTT teacher instructors. Huge distinction was obtained in the expert and educational enthusiasm of B.Ed. furthermore, ETT teacher instructors and furthermore between the B.Ed. what's more, NTT teacher instructors. In the event of mentality towards teaching, a critical distinction was found between B.Ed. what's more, NTT just as among ETT and NTT teacher instructors. Male and female have varied altogether on job satisfaction, however no distinction was found on the proportion of expert and educational intrigue.

Kumar, S. and, Patnaik, P.S. (2004) conducted a study entitled "an investigation of organizational commitment, attitude towards work and job satisfaction of post-graduate teachers" which uncovers that the mean score contrasts show that there exist a few contrasts among "male and female, teachers of 40 years age group. It mirrors that male teachers underneath 40 years age group with below 12 years training knowledge are more dedicated towards their organization than that of their partners. The security satisfaction factor demonstrates that the teachers having over 12 years of experience feel more verified. On account of development satisfaction, the male, over 40 years teachers are superior to that of their partners. There aren't any great contrasts determined with sex, showing expertise and age group of teachers, the mean score has suggested small contrasts among female and male, underneath forty or even more forty years teachers as well as teachers having beneath or higher twelve years' experience of showing just in 2 components, for

instance, job qualities as well as business policy as well as practices. The male coaches of underneath forty years with below twelve years of experience have suggested much better job qualities. When there ought to be an occurrence of business policy, the female coaches of beneath forty years age group with underneath twelve years' experience have suggested almost better satisfaction. The connection between organizational task as well as job satisfaction is actually average which demonstrates that the instructors that are frequently, committed towards business are progressively pleased with the job of theirs. The group duty is respectably identified with mentality towards job, for instance, the people that are submitted towards business provide an uplifting frame of mind towards work. Job satisfaction, as well as frame of mind towards labor, are highly associated and it demonstrates that the people with inspiring mentality towards work are progressively fulfilled in their job

Amruth and Ayishabi (2005) in the examination on job satisfaction of primary school teachers in connection to the teaching competence of theirs discovered that the relationship between showing capacity as well as job satisfaction is actually huge and certain and this particular connection is not influenced by sex, district, showing background as well as informative ability.

Sharma, Y.P. (2005) did an examination on "job satisfaction with the physical education teachers working within Himachal Pradesh schools" discovered that a large population of coaches is actually pleased with their job as per the job satisfaction segments. They are pleased with their work, job quality, pay, security, limited time arrangements, institutional arrangement as well as methods, connection

with peer collaborators, working of professionals (head) as well as their capability.

The investigation referred to 11 references.

Raj and Marry (2005) attempted an investigation on job satisfaction of government school teachers in Pondicherry district. The investigation expected to decide the degree of job satisfaction of government school teachers in Pondicherry district also to find out contrasts in job satisfaction of government school teachers based on spot, car of direction, sexual orientation, informative features, locale and pay. The effects of the investigation demonstrated that common job satisfaction amount of teachers wasn't high. Apart from this, thirty-nine % of instructors had minimal job satisfaction, forty % of teachers had a moderate level of job satisfaction, as well as twenty-one %, had a higher degree of job satisfaction. Female and male, rustic and urban, higher educationally qualified and less educationally qualified teachers had been discovered to have similar degree of job satisfaction. It was the same learned that there was no massive variation among instructors based on age, kind as well as an understanding of facilities.

Panda (2006) investigated job satisfaction of college teachers of Orissa and Assam. 440 college teachers of Assam and Orissa was taken as sample of the study. Teachers having more than 10 years of experience had been viewed as knowledgeable coaches in this particular investigation. Job Satisfaction Scale (J.S.S.) was used for info gathering. Outcomes inferred that college coaches overall and separate from their status, area, understanding, and sex didn't contrast essentially in their degree of job satisfaction.

Rathod, M.B. & Verma, M. (2006) led an examination on "Investigation of Job Satisfaction of Teachers in Relation to Role Commitment" which uncovers that- There was a substantial effect of sex on job satisfaction of teachers. Teachers that are female had been anchored to be a lot more position satisfaction compared to male teachers. There was no crucial effect of planning on job satisfaction of teachers. There was serious effect of involvement, on job satisfaction of teachers. Senior teachers had been anchored to be a lot more position fulfilled than junior teachers. There was substantial effect of job duty on job satisfaction. Instructors having higher job duty had been anchored to be a lot more position satisfaction compared to instructors having very low job duty.

Yarriswamy, M.C. (2007) conducted a study entitled "singular need strength, locus of control, job involvement and burnout of teacher-educators of teacher training institutes in the state of Karnataka in relation to their job satisfaction" and found that There was no crucial difference in job satisfaction among professors operating in (I) government and supported, and (ii) rustic as well as urban instructor creating foundations. There are no big distinctions in job satisfaction among female and male instructor teachers. There's no big distinctions in the job satisfaction among professor teachers with (I) below ten years of showing background as well as ten years to twenty years of showing expertise, (ii) underneath ten years to twenty years of showing background or even more twenty years of showing knowledge, (iii) excessive locus of control mentor teachers as well as teacher instructors with low locus of control, and (iv) excessive burnout as well as instructor instructors with very low burnout.

Bakhshi, A &et.al. (2008) conducted a study on "job satisfaction as predictor of life satisfaction: an investigation on teachers in private colleges and government in Jammu". Results showed a noteworthy difference in the job satisfaction of private college teachers and government with government university speakers having greater job satisfaction. Private college instructors, as well as government, do not change altogether on living satisfaction scores. A great good link between job satisfaction as well as life satisfaction of by and large sample was discovered. A good connection between these 2 elements has considerable ramifications for administrators & supervisors.

Sumangala (2009) examined the effectiveness of job struggle, job satisfaction as well as attitude towards instructing in anticipating achievement in training among the auxiliary schooling female instructors of Kerala. The study was carried out among 300 auxiliary schooling females' teachers working in fifty-three government and private helped suggested institutions of 10 districts of Kerala. The instruments used for the gathering of info were Role Conflict Scale, Job Satisfaction Inventory for Teachers, and Scale of Attitude towards teaching profession and Teacher Success in Teaching. Job struggle had a much more noteworthy prescient efficiency of 26.464%. When contrasted with the frame of mind towards showing calling which had the predicable effectiveness of 13.550%. 40.010 % of the range of accomplishment in training among the secondary schools' ladies teachers had been represented by the selection as a result of role conflict as well as a disposition towards instructing calling. Job satisfaction wasn't equipped for foreseeing accomplishment in instruction.

Muchhal (2010) noticed the duty of elementary school teachers in connection to the job satisfaction. 150 elementary school teachers from the private and government institution of Baghpat region from Uttar Pradesh State were the sample of the study. Out of 150 grade school teachers only thirty teachers, for instance, 20 % progressively satisfied seventy teachers for instance 46.67 % regular fulfilled as well as the rest fifty teachers for instance 33.33 % had been much less pleased with their job. The coefficient of connection between teacher's duty as well as job satisfaction was certain. It proved that teachers that were much more tasks fulfilled were very accountable. On the other hand, teachers who were less fulfilled were much less accountable towards their job. Generally, there existed an enormous variation in job satisfaction of female and male teachers. Teachers that are female had been more and more satisfied with their job when contrasted with male teachers.

Kocacik and Ayan (2010) explored an investigation in order to make up the connection among the amount of job satisfaction of high school teachers as well as character types as well as to evaluate the distinctions of the amounts of job satisfaction as per the character highlights among the instructors working in state facilities of the central/sub territory of Sivas. In the investigation, it had been learned that teachers were pleased with the their careers in close proximity to a center individual amount. It was also found that a higher portion of the instructors has outgoing individual characters. At the stage once the distinctions of concentrates that the instructors got to the job satisfaction scale used to evaluate the character qualities of theirs have been looked at, it was protected that the position satisfaction of theirs demonstrated massive contrasts regarding characteristics of preferring fitness, being

pushed in the social zone as well as occupation, blowing up efficiently and also concealing their sentiments.

Kaur, G &et.al (2011) conducted a study on "job satisfaction of college teachers of Punjab with respect to area, gender and type of foundation". The investigation uncovered that rustic college teachers were increasingly fulfilled when contrasted with urban college teachers on account of their low desires. Then again, male college teachers were progressively fulfilled when contrasted with their female partners. Larger part of ladies teachers said that they lack acknowledgment for job and work done. Besides, government-owned college teachers were more fulfilled than Government-Aided and self-financed college teachers.

Geeta (2011) conducted a study where findings of the investigation uncovered that job execution of people with high versus low job uncertainty may vacillate to such an extent that job execution is relatively high when constructive convictions and emotional encounters are striking and subsequently prevail at one point in time yet that their presentation might be similarly low at different occasions when antagonistic convictions and full of feeling encounters are remarkable and prevail.

Karabasanagoudra (2011) conducted a study an examination on job satisfaction of D.Ed. mentor teachers. The investigation was planned to find out contrasts in the job satisfaction of professor having an area with a variety of age groups (under thirty-five years, 35 50 years or even more fifty years) and then to discover contrasts in the job satisfaction of female and male instructor teachers. Findings of the study proved that teachers that working in helped and impartial D.Ed.

colleges weren't basically satisfied with the careers of theirs. It was also learned that the instructors that weren't fifty years of age had higher job satisfaction.

Latif, S.&et.al (2011) dealt with job satisfaction among private and Open University instructors of locale Faisalabad. The examination looked to identify effective variables adding to job satisfaction. It was found that there were noteworthy contrasts in job satisfaction among private and open college teachers. Apart from this, open college teachers had been a lot more satisfied than private university teachers in the 6 components (educational features, nature of work, job security, pay, and unique possibilities as well as family or work-life balance) of job satisfaction.

Mishra (2011) took a shot at instructor viability, institutional duty as well as job satisfaction among secondary school teachers. Findings of the examination proved that professor viability, institutional task and job satisfaction have essentially and emphatically corresponded with each other. It was the same learned that male teachers had much more responsibility than their female partners. Additionally, teachers that are female had been a lot more satisfied than their male partners.

Voris (2011) examined on "teacher efficacy, job satisfaction, and alternative certification in early career special education teachers". The Objectives of the study were: The reason and main center point of the examination was the relations among elective affirmation, job satisfaction, or teacher efficacy for a specific curriculum instructor in the underlying year of theirs through season five. The secondary inspiration behind this particular examination is actually looking at the interrelations among instructor efficacy, the number of years of the calling, amount of job satisfaction, classroom-type (resource or maybe communitarian), and territory of

accreditation in the region of a specialized curriculum (customary or elective).

Sample: The sample of the examination was 222 specialized curriculum teachers.

The findings of the study indicate there are no crucial distinctions between specific curriculum teachers that have completed optional confirmation plans and their typically affirmed partners as far as the amount of their self-efficacy. Responses from the Job Satisfaction survey demonstrated the two organizations associated with a specialized curriculum instructor are actually pleased with their jobs.

Strydom, Norte. (2012) contemplated on "Job satisfaction among teachers at unique needs schools". Objective: To set up the level of job satisfaction among teachers at exceptional schools. Sample: 101 teachers working at six diverse exceptional schools arranged in different pieces of the Bloemfontein territory, two in the Mangaung region, and four were arranged in rural regions were chosen as sample. Findings: (i) The results demonstrated that the teachers encountered an average level of job satisfaction. (ii) Differences were additionally found in the levels of job satisfaction between various races, yet not between sexual orientations.

Gesinde, A.M., and Adejumo, G.O. (2012) considered on "Impacts of age and work understanding on job satisfaction of primary school teachers: suggestions for profession guiding". to research the impact of age and working knowledge on job satisfaction of primary school teachers. 238 primary school teachers arbitrarily chose from open and tuition based schools in Ota, Ogun State, Nigeria. There was noteworthy positive connection among age and work involvement and job satisfaction and that critical distinction existed between teachers with less or more five years of working knowledge

Kayastha and Kayastha (2012) contemplated on "A Study of Job Satisfaction among Teachers, Higher Secondary School of Nepal" with objectives to investigate job satisfaction among teachers in Higher Secondary Schools in Nepal. To investigate the general level of job satisfaction. Sample: The sample for this examination depends on the outcome interviews of 268 of teachers who are in the school personnel of the higher secondary level school teacher of various urban communities of Nepal. The meeting survey was organized in organization and required around 15-30 minutes to direct. Job satisfaction in higher secondary level school teachers was fulfilled in their occupation particularly in showing calling in Nepal. The prevailing sources of job satisfaction in higher secondary level school teachers in Nepal have all the earmarks of being work, colleague, and job by and large.

Ranjdoust, S., and Mirzaei, L. (2012) considered on "Examination of the Relationship between Organizational Health and Job Satisfaction of School Teacher "with objectives to research the connection between organizational health and job satisfaction of teachers of Poldasht. 159 city school teachers were chosen for sample. Results demonstrated that between the organizational health and its segments (moral, Scientific accentuation, thought, sorting out, support, manager impact and organizational solidarity), there is a noteworthy direct association with job satisfaction. (ii) According to various relapses, by and large the organizational health clarifies 48 percent of the teachers' job satisfaction.

Abushaira (2012) examined on Job Satisfaction among Special Education Teachers in Jordan. The objective of the study was to explore job satisfaction among

a custom curriculum teachers in Jordan. 139 specialized curriculum teachers (16 males and 123 females) were the sample of the investigation. Results uncovered that the level of job satisfaction among the members was moderate. No Significant factual contrasts were found in the respondents' level of job satisfaction because of sexual orientation. Significant contrasts were found in the respondents' level of job satisfaction because of age favouring more youthful teachers.

Bharathi and Pushpa Rani (2013) Studied Job Satisfaction of St. Joseph's Higher Secondary School Teachers at Trichy with objectives to survey the socio – statistic attributes of the teachers. The objectives of the study were to survey the level of job satisfactions among the teachers. To discover the elements impacting the job satisfaction among the respondents. To evaluate the estimation of remuneration frameworks. To contemplate the respondent's observation about their job. Sample: The sample size of the respondents is 100. Result of the study indicate that 51 percent of the respondents are male, 6 percent of the respondent range between 40- 50 years, 39 percent of the respondent are instructed Teacher Training, 30 percent of the respondents are having 10–20 years' experience, 94 percent of the respondents are wanted to situate in urban territory, 50 percent of the respondents are accepting a scale pay of over 25000. 42 percent of the respondents are tasteful with their compensation package. 72 percent of the respondents are happy with working hours. 58 percent of the respondents are co-usable by respondent's collaborators. 59 percent of the respondents like "Job security". 51 percent of the respondents are having great "special chances".

Ozen (2013) conducted study on the relationship between job satisfaction and social mental factors of government primary school teachers. Two surveys were utilized to decide the connection between the organizational atmosphere and teachers' job satisfaction. It was found about that there was no critical relationship among organizational atmosphere subscales. There was huge connection between job satisfaction factors that demonstrated that job satisfaction variables were reliant on one another. Steady head conduct and order head conduct were observed to be essentially associated with job satisfaction; then again prohibitive head conduct was discovered no altogether corresponded with job satisfaction. Collegial teacher conduct and private teacher conduct were observed to be essentially connected with job satisfaction; then again disengaged teacher conduct has secured no association with position satisfaction.

Sarswati (2013) researched the job satisfaction among speakers of private colleges as well as government in Delhi. A survey was meant to have feedback from the instructors of various colleges. The surveys had been awarded to 500 instructors, out of which 250 teachers (125 male speakers as well as 125 female teachers) from twenty-five government colleges as well as 250 teachers (125 male teachers and 125 female instructors) from twenty-five private colleges. Respondents of the survey had been simply teachers of having greater than 5year administration. The users finished the polls, such as working advancement potential, pay, and conditions, job connections, utilization of capacities and aptitudes, things and work exercises picked because of this examination so as to quantify the job satisfaction among Lecturers of Private Colleges and Government in Delhi. By that level the info got had been

broken down as well as the findings of the investigation had been summed up. Toward the finish of the examination recommendations as well as ends had been the same offered.

Singh (2013) contemplated the effect of job satisfaction of professor teachers all over their educating abilities. Utilizing a useful sampling process, 180 professor teachers operating in self-financing B.Ed. colleges had been selected for review, one recently created instrument entitled Teaching Competence Scale along with other altered unit Job Satisfaction Scale was directed on the sample for the gathering of info. Factual techniques used for the exploration include unique measurements, Karl Pearson's Product Moment co-effective of trial as well as relationship of the extent of contrast between two junctions was also determined. Findings of the investigation similarly investigated the essential contrast in relationship for sub-samples determined by sex, region as well as informative capability.

Balwaria (2013) examined on "Job Satisfaction of Teacher Educators Associated with Professional Variable". The objectives of the study were to build up a job satisfaction scale for teacher instructors and to institutionalize it. To quantify the job satisfaction of secondary teacher instructors working in the secondary teacher education organizations in Gujarat. To ponder the Job Satisfaction of teacher instructors concerning their expert factors viz. showing background and educational capabilities, working conditions, level of Individual advancement, level of Responsibility, level of Recognition working in the secondary teacher education foundations in Gujarat. To consider the general significance of expert factors influencing the Job Satisfaction of teacher instructors working in the secondary

teacher education organizations in Gujarat. Sample: The samples of the examination were teacher instructors working in secondary teacher education foundation in Gujarat. From the 200 twelve (213) secondary teacher education organizations, 37 foundations were chosen based on stratified irregular sampling method. 184 teachers“ instructors from these 37 organizations established as the sample of the present examination. The job satisfaction of secondary teacher instructors working in Gujarat was observed to be free of their educational capability (more and less). Very low and positive relationship was secured between the position satisfaction of secondary teacher instructors and their expert factors viz. working condition, singular improvement, level of duty, and level of acknowledgment. Major individual factors those positions from highest to least were educational capability, showing knowledge, zone of working, age, conjugal status, sex/sexual orientation separately in charge of higher job satisfaction of secondary teacher instructors. Major proficient factors those positions from highest to most reduced were level of individual advancement, administration length, job security, compensating framework, working conditions, pay scale, and level of duty, separately in charge of higher job satisfaction of secondary teacher instructors.

Bharathi and Pushpa Rani (2013) Examined on "Job Satisfaction of St. Joseph's Higher Secondary School Teachers at Trichy". To evaluate the socio – statistic attributes of the teachers. To evaluate the level of job satisfactions among the teachers. To discover the elements impacting the job satisfaction among the respondents. To evaluate the estimation of remuneration frameworks. To examine the respondents' recognition about their job. The sample size of the respondents is

100. 51 percent of the respondents are male. 6 percent of the respondent range between 40-50 years. 39 percent of the respondent is taught Teacher Training. 30 percent of the respondents are having 10–20 years“ experience. 94 percent of the respondents are wanted to situate in urban region. 50 percent of the respondents are accepting a scale pay of over 25000. 42 percent of the respondents are attractive with their compensation package. 72 percent of the respondents are happy with working hours. 58 percent of the respondents are co-usable by respondent's collaborators. 59 percent of the respondents like "Job security". 51percent of the respondents has great "limited time openings". 52 percent of the respondents feel that their job is "Perceived". 54 percent of the respondents are strongly agreed "sentiment about job gives a protected eventual fate of respondents.

Prajapati and Mohalik (2013) conducted a study on job satisfaction of professor in connection to sex, informative features, teaching experience and age. The goals of the investigation were deciding the degree of job satisfaction of professor teachers based on age, teaching experience, educational capabilities, and sexual orientation as well as in order to evaluate the amount of job satisfaction of teacher instructors based on sex, informative features, teaching experience and age. S.P. Anand's (1993) Job Satisfaction Scale was used to quantify degree of job satisfaction of professor teachers. Findings of the investigation uncovered that 22.5 % of mentor teachers had been much less fulfilled. Teachers were average and 47.5 % of teacher instructors had been extremely satisfied. Apart from this, fifteen % mentor teachers (having ten years of teaching experience) had been less fulfilled and 27.5 % of teacher teachers had been tolerably fulfilled and 57.5 % teacher instructors

had been extremely satisfied. However thirty % mentor teachers with twenty years of teaching experience had been less fulfilled, 32.5 % mentor teachers had been tolerably fulfilled and 37.5 % teacher teachers had been very satisfied with the teaching job of theirs. It implies that instructor teachers with ten years of teaching experience had been less fulfilled as opposed to the teacher teachers that had 20 years of teaching experience.

Khan, Vera (2014) conducted a study on job satisfaction of teacher educators of private B. Ed colleges affiliated to G.G.S.I.P. college, Delhi and M.D. College, Rohtak, Haryana: a comparative study. Objectives of the study were to analyze the level of job satisfaction of teacher instructors working in private B. Ed College associated to G.G.S.I.P University Delhi and M.D. College Rohtak Haryana. To discover the level of job satisfaction of teacher instructors of private B. Ed College associated to G.S.I.P University Delhi. To discover the level of job satisfaction of teacher instructors of private B. Ed College associated to M.D. College Rohtak Haryana. A sample of absolute eighty teacher instructors were taken from private B. Ed teacher preparing colleges (seven colleges from every college) subsidiary to G.G.S.I.P University, Delhi and M. D. College Rohtak, Haryana. The level of job satisfaction of greater part of the teacher instructors working in private B. Ed colleges under both the Universities (G.G.S.I. College Delhi and M.D. College Rohtak Haryana) was discovered low (68.50 %, 62.25 %). Subsequently, they are less happy with their jobs. More than thirty percent teacher instructors have demonstrated high level of job satisfaction and they are progressively happy with their jobs. According to the primary objective of the investigation; the t worth was

determined as 1.97, which isn't critical at both the levels of certainty (0.01 and 0.05 levels). Therefore, according to the null hypothesis that; there is no noteworthy contrast in level of job satisfaction among the teacher instructors of private B. Ed colleges partnered to G.G.S.I.P College Delhi and M.D college Rohtak was acknowledged

Vassallo (2014) explored the components prompting teacher's job satisfaction or among a sample of 108 experienced teachers in Malta. The analyst distinguishes the connections which job satisfaction has concerning some of teachers' attributes, for example, age, teaching experience and area of education. He additionally recognizes the recurrence of components in charge of levels of job dissatisfaction. A blended strategy for examination was utilized all through the investigation. Results demonstrate that long serving teachers get incredible satisfaction from working with their students and from adding to society. The investigation finishes up by proposals went for checking the impacts of job dissatisfaction factors.

Hans, M., &et.al (2014) researched work stress and job satisfaction among deans and discovered directors in Bilingual schools felt stress because of outstanding task at hand, terrible working conditions, poor organizational atmosphere and so on. It tends to be presumed that nearness of stress differently influence execution of workers. Along these lines, there ought to be appropriate preparing for managing stress and getting higher satisfaction from their calling.

Murage (2014) examined the professor associated components that affect job satisfaction amounts in wide open secondary schools in Mombasa District of Kenya.

The examination used an unmistakable investigation structure. The investigation was adopted within thirty-five open secondary schools using a sample of 320 coaches that had been selected making use of stratified abnormal sampling process. Data had been gathered utilizing polls. Data were examined utilizing inferential measurements. Speculations had been experimented with for the alpha amount of 0.05. The effects of the theories demonstrated that there was no crucial link between job satisfaction of teachers as well as the statistic variables of expert evaluation, scholastic capability, conjugal status, age, and sexual orientation. Noteworthy connection was protected between position satisfaction amounts as well as variables of age as well as teaching experience. Many relapse analyses uncovered this age, as well as teaching knowledge had been the very best signs of teacher's job satisfaction.

Shamina (2014) considered the impact of job satisfaction on pro duty in advanced schooling and discovered that mentor had greater degree of job satisfaction as well as job satisfaction was decidedly and fundamentally linked with professional duty of teachers. It was also found these were extremely satisfied with the supervisor of theirs, partners, work itself and likelihood of progression in the educational establishments of theirs. It has a tendency to be presumed that nature of work, good compensation, quality supervision is actually serious signs of the expert duty of teachers.

Deshmukh (2014) viewed on "A Study of the connection in between teaching bent and job Satisfaction of instructor teachers in colleges of education". In order to ponder the job satisfaction of instructor teachers in colleges of education. In order to learn the coaching fitness of teacher instructors in colleges of education. To

consider the connection between job satisfaction as well as teaching bent of teacher instructors in colleges of education. Sample: 23 B. Ed. colleges in Shivaji Faculty, Kolhapur had been taken. The mentor teachers of every one of the twenty-three B. Ed. Colleges (212) goods chose because of this examination. Most of B. Ed. College mentor teachers have typical job satisfaction. (ii) There's an average good connection between's mental capacity as well as job satisfaction of instructor teachers of B. Ed. colleges. There's a comprehensive good link between's job satisfaction as well as frame of mind towards kids of B. Ed. college mentor instructors. There is rather high good link between's job satisfaction as well as the usefulness of B. Ed. college mentor instructors. There's average good link between's job satisfaction as well as professional information of B. Ed. College mentor instructors. (vi) There's average good connection between's job satisfaction as well as passion for calling of B. Ed. College mentors.

Abas, N.,& et.al (2014) studied on job satisfaction among life skills teachers in secondary schools of kluang district, johore. The objectives of the study were 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.

Ashok & Rajendran (2015) conducted a study and found that Job satisfaction is the result of various attitudes, which the employees hold towards their

job, towards related factors and towards life in general. Also, the term job satisfaction describes how pleased an employee is with his/her position of employment. There are a variety of factors that could influence an employee's level of job satisfaction; some of these factors include the level of compensation and benefits, the use of equitable promotion systems, the overall working conditions, the style of management and the type of position itself including the tasks involved and the challenges the respective position generates. It refers to general attitude in three areas namely specific job factors, individual adjustment and group relationship outside the job. Likewise, the term has been explained by many psychologists in different ways. In the present study, job satisfaction is defined as a pleasant and positive attitude possessed by a teacher towards his/her job and related factors. The main objective of the present investigation is to study about the job satisfaction of the higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled them, type of school, nature of school and locality of school. Job Satisfaction Inventory developed by Naseema (1993) is used to collect relevant data. The sample consists of 98 higher secondary teachers from 13 higher secondary schools in Kumbakonam Taluk, Thanjavur District of Tamil Nadu State. The data are analysed by 't' test and ANOVA. The results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school.

Emin et. al. (2016) conducted a study and found that teaching in the 21st century poses many challenges for teachers, and thus, they need to take on more roles in their schools to meet the expectations of students, parents and the school community. In this regard, this study examined the relationship between teachers' self-efficacy beliefs and their job satisfaction. Participants of the study were 489 elementary, middle and high school teachers in the district of Beyoğlu, İstanbul. 295 (61%) of the participants were female and 194 (39%) were male. The average age of the participants was 34. Their teaching experience varied between 1-29 years. The results revealed a significant positive relationship between teacher self-efficacy and job satisfaction, and teacher self-efficacy was found to be a significant predictor of job satisfaction.

Skaalvik and Sidsel(2017) analyzed relations between teachers' perception of the school goal structure, workload, self-efficacy, emotional exhaustion, job satisfaction, and motivation to leave the teaching profession. Participants were 760 Norwegian teachers from grade 1 to 10. Data were analyzed using confirmatory factor analysis and structural equation modeling. We found two main routes to motivation to leave, one from the perception of a learning goal structure via teacher self-efficacy and job satisfaction, leading to lower motivation to leave, and another from the perception of a performance goal structure via increased workload and emotional exhaustion, leading to higher motivation to leave.

Dou et. al. (2017) examines the relationship between school autonomy gap, principal leadership, school climate, teacher psychological factors, teachers' job satisfaction and organizational commitment under the context of school autonomy

reform. A path model has been developed to define the relationships between principal leadership and teachers' outcomes via mediating variables. Multiple-group comparison was used to explore the effect of school autonomy gap in this process. We collected the data through a survey carried out in 26 senior secondary schools in China. In total 528 teachers and 59 principals and assistant principals participated. The results suggest a significant influence of instructional and transformational leadership on teachers' job satisfaction and organizational commitment, mediated by the indirect impact of school climate and teachers' self-efficacy. School autonomy gap, which is closely related to principal leadership, emerged as an important influence in the path model.

Skaalvik, E.& Sidsel (2017) explored how teachers' working conditions or school context variables (job demands and job resources) were related to their teaching self-concept, teacher burnout, job satisfaction, and motivation to leave the teaching profession among teachers in Norwegian senior high school. Participants were 546 teachers in three counties in central Norway. We analyzed data by means of confirmatory factor analyses and SEM analysis for latent traits. The results supported expectations derived from the Job Demands–Resources model of one health impairment process and one motivational process, but also showed that these processes are related. The analyses indicated that, in the teaching profession, different dimensions of job demands and job resources predict teachers' well-being and motivation differently.

Banjarnahor et. al. (2018) conducted a study and found that principals play a very important role in determining the quality of education in schools. The success of

the principals to mobilize all potential in the school environment is highly dependent on the leadership styles. Job satisfaction and organizational commitment of the principals, teachers and administrators are considered as indicators in determining the success of the school institution. The objective of the research was to investigate the role of job satisfaction as a mediator in influencing the directive and participative leadership styles toward the elementary school principal organizational commitments in Medan. The sample of the research was 164 junior high school principals of the school principals selected and the data analyzed with path analysis. The results showed that the principal job satisfactions did not function positively as a mediator between directive leadership styles and organizational commitments, job satisfaction found as a positive mediator between participative leadership styles and principal organizational commitment.

Rocchi&Camiré (2018) conducted a study with the purpose was to explore the contribution of extracurricular coaching on high school teachers' job satisfaction. Specifically, the study looked at how perceptions of the coaching environment (athlete relationships, colleague relationships and opportunities through coaching) influenced teachers' perceptions of stressors and coaching efficacy, and how this in-turn influenced teachers' job satisfaction. The sample examined 2949 teachers from across Canada who volunteered as high school sport coaches, above and beyond their regular teaching load. The results supported that the data fit the model well and that teachers who reported a positive coaching environment had increased coaching efficacy and decreased perceptions of athlete-related and workload-related stressors.

Increased coaching efficacy predicted higher job satisfaction, while increased perceptions of stressors predicted lower job satisfaction.

Olsen & Huang (2019) conducted a study and found that to increase the retention of teachers; job satisfaction has become an important construct to analyze. Teacher cooperation and principal support within the school are two influential factors that directly relate to job satisfaction. Using the restricted 2011-2012 Schools and Staffing Survey, a nationally representative dataset, principal support, teacher cooperation, and their moderation effects were analyzed in relation to teacher job satisfaction using a series of multilevel models. After controlling for teacher- and school-level characteristics, principal support and teacher cooperation were statistically significant predictors of job satisfaction for all teachers. The moderation effect between the two variables of interest and race were also statistically significant. These findings emphasize the need to maintain professional communities where teachers can interact and collaborate with the support of their school leaders.

2.4 Studies related with Mental Health and Job Satisfaction of Teachers

Panda et al., (1998) embraced an investigation to find link between mental health as well as job satisfaction. The examination went for choosing the effect of mental health on job satisfaction as well as to study the smart effect of mental health as well as age on job satisfaction. Due to investigation, it had been learned that psychologically nutritious teachers had been essentially more and more pleased with the job of theirs when contrasted with psychologically bad teachers. As a value to age, no noteworthy contrast was protected to position satisfaction. Besides that, mental health, as well as age, had a serious association effect on job satisfaction of

teachers. Additionally, management, as well as sex of teachers, had no vital association sway on job satisfaction.

Sen, K. (2008) considered "Connection among job satisfaction as well as job stress among managers" and teachers. The objectives of the study is to evaluate the relationship between Job Stress and Job Satisfaction among supervisors and teachers. Sample: Data was gathered from thirty-one coaches as well as thirty-four managers in the NCR district. Results demonstrated no crucial contrasts in Job Stress and Job Satisfaction of managers and teachers. Teachers encounter low job Satisfaction and they also encounter Job Stress while when there must develop an occurrence of managers that do not seem to relate

Ahadı (2009)analysed the connection between mental health as well as job satisfaction among high school principals as well as teachers in Iran. The sample comprised of 828 topics picked by an abnormal technique; 665 were teachers and 163 were principals. Results demonstrated that globally job satisfaction and its five components have damaging correlations with the nine mental concerns. Just eight correlation coefficients out of hundred eight weren't measurably noteworthy. The many correlation coefficients of the five job satisfaction functions, as well as the 9 mental problems, employ a range from 0.17 0.38 for coaches and from 0.34 0.45 for principals. The correlation coefficients between all these variables have been quiet considerable.

Goel, S. (2011) contemplated on "teacher viability of school teachers in connection to their job satisfaction, character and mental health". The objectives of the study were to think about teacher viability, job satisfaction, character and mental

health of school teachers. To contemplate teacher viability of school teachers having low and high job satisfaction, character measurements and mental health. To think about relationship among teacher adequacy, job satisfaction, character, and mental health. To make proposals and recommendations based on the findings of the investigation. Sample: The sample of the examination was 600 school teachers from Bathinda, Muktsar and Jalandhar regions of Punjab state. The findings of the examination uncovered that lion's share of the teachers were found highly compelling, about portion of the teachers in the sample had high job satisfaction, greater part of the teachers had high conclusiveness, duty and hetero-sexuality character, while larger part of the teachers had less passionate solidness, manliness, neighbourliness, sense of self strength, interest, predominance and self-idea character; the greater part of the teachers in the sample had low mental health. The findings additionally uncovered that teacher viability of teachers having high mental health was more when contrasted with teachers having low mental health. Results additionally uncovered that teacher viability, job satisfaction, character measurements and mental health were secured positively related and position satisfaction and mental health was found positively connected. Results additionally demonstrated that job satisfaction and character measurements was found positively related and mental health and character measurements was found positively corresponded.

Jadhav, N. M. (2012) considered on mental health as well as "Job satisfaction of secondary school couple teachers". The objectives of the study were to look at the amount of Job Satisfaction of couple teachers working in secondary

schools. In order to consider the Mental Health of couple of teachers working in secondary schools. To understand the correlation between Mental Health and job Satisfaction of secondary school couple teachers. Sample: The samples of the examination were 50 Secondary School teachers were chosen arbitrarily from Yadagir and Gulbarga areas of Karnataka state. It was learned that there's no big variation in the Job Satisfaction of couple teachers. No major contrast in the Mental Health of couple teachers. There's a critical and positive correlation between Mental Health and job Satisfaction of couple teachers.

Jadhav and Maheshbabu (2012) directed an examination on mental health and job satisfaction of secondary school couple teachers. It was learned that there was no noteworthy difference in the job satisfaction of couple teachers, and moreover learned that there was no crucial contrast in the mental health of couple teachers. There seemed to be a noteworthy and positive co-connection among mental health and job satisfaction of couple teachers.

Galgotra, M. (2013) viewed on Mental Health of High School Teachers in Relation to The Sex of theirs, Experience as well as Job Satisfaction. The objectives of the study were to find the mental health of high school teachers in relation to their gender, experience as well as job satisfaction. Sample: The sample size was 250 teachers selected from different High schools of Jammu region. there is no large effect of sex on mental health of the high school teachers. A modest mean contrast of 1.62 % between the mental health of male and also female teachers was found. It clears that professional instructors of high school are much better in the mental health of theirs in comparison with minimal seasoned high school teachers. A

noteworthy effect of job satisfaction on the mental health of the teachers. Extremely job fulfilled are definitely more constant in the mental health of theirs as opposed to the lowly job fulfilled. Absense of any considerable interactional effect of experience and gender on mental health of the teacher. Noteworthy two fold interactional impact of experience as well as job satisfaction on the mental health of the teacher was observed. No huge twofold interactional impact of sex as well as job satisfaction on the mental health of teacher was observed. No noteworthy triple interactional impact of gender, experience and job satisfaction on the mental health of instructor was found.

Mohammadi, S. (2013) contemplated on the connections among Mental health as well as job satisfaction among high school teachers. In order to look at the relationship between the components of mental health as well as job satisfaction among high school teachers in Tehran (1385). The sample comprised of 150 teachers that are female and 150 male instructors teaching high schools in Tehran that were haphazardly selected. The results demonstrated that there was an enormous positive correlation between satisfaction with supervisor, people at the office and mental health. But there is noteworthy negative correlation between satisfaction with mental health and pay among teachers. There was no noteworthy contrast job among satisfaction among female and male teachers.

Usman, S., Akbar, M.T., Ramzan, M. (2013) regarded as on Effect of Stress as well as Salary on Job Satisfaction of Teachers in District Sialkot, Pakistan. In order to examine which components add to job satisfaction of teachers in various colleges of Sialkot. Questionnaires had been delivered to a hundred teachers and

eighty-seven had been returned by respondents. Results From two autonomous variables just compensation of the instructors was completely influencing the job satisfaction of teachers. Multiple relapses had been led to testing whether pay, as well as worry, influenced job satisfaction of the instructors in Sub division (Daska) of Sialkot. The mix of variables to foresee job satisfaction from financial incentives as well as business connected anxiety was measurably high in monetary terms; F (two, eighty-four) is actually equivalent to 15.75, p <.001. Simply cash associated incentives entirely foresee job satisfaction when the 2 variables are actually incorporated.

Babu(2014) directed an examination entitled on connection between job satisfaction and mental health among teacher educators of Andhra Pradesh. The findings of the investigation demonstrate that there is no correlation between job satisfaction and mental health of teacher educators based on sexual orientation, age, conjugal status, teaching experience, management of the organization and area of the teacher working. It is presumed that extraordinary measures ought to be taken in perspective on the consequences of research by policy creators and school heads, so as to lower down the issues looked by the teacher educators. School managers and higher educational specialists ought to organize in-administration education programs for teachers to revive their knowledge of substance and teaching techniques. It would be better whenever constrained remaining burden as indicated by the limit of the teacher educators is given to them and unique offices like restorative offices, course of action of vehicle, uncommon augmentation and prizes will be additionally useful in boosting the mental health of the teacher educators.

Baro and Panda (2014) led the connection between mental health as well as job satisfaction among primary school teachers of an investigation with remarkable reference to Bongaigaon District of Assam. The present exploration has uncovered that there's no major variation among female and male teachers as to mental health as well as job satisfaction. So it has been determined that female and male instructors are not different in the mental health of theirs as well as job satisfaction. In addition it has been determined that the mental health as well as job satisfaction of teachers, are actually identified with factors that are different. The study has presumed that there is a link between mental health as well as job satisfaction of primary school teachers

Tahere, A. &et.al.(2015), directed a comparative Analysis of the Relationship between General Health and job Burnout of Male and Female High School Teachers in Zabol. The results uncovered that common wellness, as well as its dimensions were positively and fundamentally associated with job burnout of male as well as female high school teachers in Zabol. Additionally, depletion as well as depersonalization, was identified with general health. Concerning the need of the single variables of teachers' all-round well being, in the first place, passionate weariness, in the subsequent phase, depersonalization and in the third step, absence of specific achievement went into the hope version, these 3 variables together anticipated twenty-one % of variations overall health. Additionally, basic wellness, as well as job burnout, weren't basically connected as far as sexual orientation.

Evans Sherrill &et.al (2018) conducted a study on Mental health, burnout and job satisfaction among mental health social workers in England and Wales with

objectives to examine the prevalence of stress and burnout, and job satisfaction among mental health social workers (MHSWs) and the factors responsible for this. A postal survey incorporating the General Health Questionnaire, Maslach Burnout Inventory, Karasek Job Content Questionnaire and a job satisfaction measure was sent to 610 MHSWs in England and Wales. Eligible respondents (n=237) reported high levels of stress and emotional exhaustion and low levels of job satisfaction; 111 (47%) showed significant symptomatology and distress, which is twice the level reported by similar surveys of psychiatrists. Feeling undervalued at work, excessive job demands, limited latitude in decision-making, and unhappiness about the place of MHSWs in modern services contributed to the poor job satisfaction and most aspects of burnout. Those who had approved social worker status had greater dissatisfaction. Stress may exacerbate recruitment and retention problems. Employers must recognize the demands placed upon MHSWs and value their contribution to mental health services.

Vincenza Capone(2018) conducted a study entitled Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression with the aims: Based on the classification proposed in the Mental Health Continuum model by Keyes (2005), were to estimate teachers' prevalence of mental health, and to examine the associations between mental health and, respectively, burnout, depression, teacher self-efficacy, teacher collective efficacy and job satisfaction, taking into account the job status. 285 high school teachers completed a self-report questionnaire. Findings showed that 38.7% of participants were flourishing, 53.2% were moderately mentally healthy, and 8.2% were languishing. The flourishing

group reported lower prevalence of depression and burnout, and higher levels of job satisfaction and efficacy beliefs than the other two groups. Significant differences between the permanent and temporary teachers emerged. Interventions to improve teachers' well-being should take into account factors as teachers' self-efficacy, collective efficacy, as well as teachers' perception of job satisfaction, and the adverse impact that the condition of temporary teacher could have on work.

Yousef, J.& et.al. (2018) conducted a cross-sectional study on Job satisfaction and mental health of Palestinian nurses with shift work with objectives to examine differences between female and male nurses in the associations between shift work and job satisfaction and mental health. In this cross-sectional study, male and female nurses were recruited to rate their job satisfaction on the Generic Job Satisfaction Scale and to complete the General Health Questionnaire. After adjusting for covariates, men with shift work reported significantly lower job satisfaction than men with day schedules. Women with shift work reported significantly higher levels of mental distress than women with day schedules. Distress was reported by more women than men, but this difference concerned only nurses working day shifts. No differences in job satisfaction associated with shift work was seen between men and women. Because the study had a cross-sectional design and both exposure and outcomes were measured using self-report, the results should be interpreted with caution. Further studies should investigate whether shift work affects the quality of patient care.

Behera, D. (2018) conducted a study on job satisfaction and mental health of mainstream teachers and special teachers. The findings of the investigation were: the

sexual orientation (male and female) of the school teacher does not at all impact the job satisfaction. The area of the school (rural, suburban and urban) is not fundamentally impacting the job satisfaction. Type of teacher (standard, outwardly impeded, hearing weakened & mentally hindered teachers) is essentially impact to contrast their job satisfaction. The mental health of the school teachers altogether impacts their job satisfaction. There is no critical contrast among sexual orientation and school area in regard to their job satisfaction. There is no critical contrast among sexual orientation and teacher type with respect to their job satisfaction. There is no noteworthy contrast among sex and mental health in regard to their job satisfaction. There is no noteworthy contrast between school areas and teachers type as for their job satisfaction. There is no huge contrast between school areas and mental health concerning their job satisfaction. There is no huge contrast between teachers' sorts and mental health in regard to their job satisfaction. There is no noteworthy cooperation among sexual orientation, school area and teachers' sorts with respect to their job satisfaction. Mental health, sexual orientation, teacher type altogether predicts teachers job satisfaction. Mental health predicts 25% of job satisfaction, mental health and sexual orientation join predicts 28% of job satisfaction and mental health, gender, teacher type consolidate predicts 29% of job satisfaction on secondary school teachers.

2.5 Analysis of Review

A lot of studies has been reviewed which clearly visualizes that mental health is an important variable to affect the competency of teachers at secondary and higher level of education. Major studies conducted on mental health are in reference to

socio-economic status; burn out, occupational stress, personality traits, self-concept, adjustment, teaching competency, organizational climate, demographic variables etc.

From the above research studies related to job satisfaction it may be concluded that teaching competencies, experience of the teacher, educational qualification, environment of the school, teacher's burn out, adjustment of the teachers, attitude towards teaching profession, personality characteristics, teaching aptitude, personnel values, work motivation, locus of control, organizational commitment, occupational commitment, demographic variables, organizational climate, emotional intelligence, affect the job satisfaction of the teachers. It may also be concluded that job satisfaction is very emerging variable in the field of educational research and no study have been conducted on this variable in Mizoram State. But not a single study was found on job satisfaction of college teachers in relation to their mental health in Mizoram. So it will be interesting to see the factors affecting job satisfaction and mental health and the relationship between job satisfaction and mental health of college teachers of Mizoram.

CHAPTER – III

METHOD AND PROCEDURE

The selection of any research design is obviously not based upon whims of the researcher rather it is based upon the purpose of the investigation, type of variables and the conditions in which the research is to be conducted. The purpose of any research design is to provide a maximum amount of information relevant to the problem under investigation at a minimum cost. Basically, research design serves two functions. First, it answers the research questions as objectively, validly and economically as it is possible. The research problems usually epitomize by the hypotheses. A research design suggests to the researcher how to collect data for testing these hypotheses, which variables should be treated as control variables. What method of manipulation will be more adequate in a particular context? What type of statistical analysis should be done and finally, a possible answer to the research problem, thus, a research design, after moving through the sequence of different related step enable the researcher to draw a valid and objective answer to research problem. Second, a research design also acts as a control mechanism. In other words, it enables the researcher to control the unwanted variances. In any scientific investigation there are three types of common variances namely the experimental variance the extraneous variance and the error variance with which the researcher is directly concerned. In this chapter, population, sample and its size, tools and statistical techniques used in this study will be presented.

3.1 Research Approach

The study was conducted through descriptive method of research. The descriptive method has been the most widely used research method in education. The method requires sample and related research instrument for collection of data and conduct of the study. The purpose of the present study was to look into the job satisfaction and mental health of college teachers of Mizoram in relation to their gender, teaching experience and stream of education. In order to achieve the objectives of the present study it was required to select a representative sample of college teachers. The necessary tools for collecting the relevant data were selected. The relevant detail of different aspects of this study has been given as under.

3.2 Population of the Study

Mizoram is one of the State in the north eastern region of India and is the southernmost land locked state. Its shares borders with Tripura, Assam and Manipur. It also shares and international boundaries with Bangladesh and Myanmar. Mizoram is formed in the year 1987 and Aizawl is its state capital. The total area of Mizoram covered 21,087 square kilometer (8,142 sq mi) and its total population according to 2011 is 1,091,014 out of this, 839,310 are Scheduled Tribes (ST) constituting 94.5 per cent of the total population.

Figure: 1
Political Map of Mizoram



As per census 2011, Mizoram has 8 districts namely Aizawl, Kolasib, Lawngtlai, Lunglei, Mamit, Sajha, Serchhip, Champhai, with 22 towns and 817 villages. Mizoram comprises of a formal system of education which ranges from elementary to university education, training to technical courses. The state has third highest literacy rate in the country i.e. 92%. The data provided by the college Development Council, Mizoram University the total number of teachers working in different colleges of Mizoram is 1112 with male-female break up 563 and 549 respectively College teachers of government and private colleges of Mizoram constituted the population of the present study.

Table No. 1
College - wise Teachers in Mizoram (2016-17)

Sl.No.	Name of College	Number of Teachers		
		M	F	Total
1	Pachhunga University College	63	37	100
2	Govt. Lunglei College	38	22	60
3	Govt. Champhai College	29	26	55
4	Govt. Serchhip College	32	14	46
5	Govt. Aizawl College	19	36	55
6	Institute of Advanced Study in Education (CTE)	10	28	38
7	Govt. Siaha College	11	2	13
8	Govt. Kolasib College	31	24	55
9	Govt. Hnahthial College	13	13	26
10	Govt. Hrangbana College	29	42	71
11	Govt. Lawngtlai College	20	16	36
12	Govt. Zirtiri Residential Science College	26	33	59
13	Govt. Mamit College	12	4	16
14	Govt. J.Buana College	17	14	31
15	Govt.Mizoram Law College	2	10	12
16	Govt. Saitual College	16	11	27
17	Govt. Khawzawl College	11	11	22
18	Govt. Zawlnuam College	12	2	14
19	Govt. Aizawl North College	19	8	27
20	Govt. Aizawl West College	14	22	36
21	Govt. T.Romana College	15	23	38
22	Govt. J.Thankima College	9	15	24
23	Govt. Kamalanagar College	18	14	32
24	Govt. Johnson College	14	14	28
25	RIPANS	13	30	43
26	NIELIT	23	11	34
27	Mizoram College of Nursing	0	18	18
28	HATIM	19	5	24
29	Aizawl City College	12	7	19
30	Divine Mercy College	5	10	15
31	St. Xaviers College	5	17	22
32	Helen Lowry College	6	10	16
Total		563	549	1112

Source- College Development Council, Mizoram University

3.3 Sample and Sample Design

A sample is a portion of people drawn from a large population. “A sample is a part of the population which is studied in order to make inferences about the whole population” (Manheim 1977). Due to limited time and lack of a large amount of money, it is very difficult to cover the entire population which is scattered in different areas. For this reason, random sampling method is used for the better convenience of the researcher. Out of 32 different colleges in Mizoram, 22 degree colleges were the target population of the study. From all the 22 degree colleges of 8 districts twelve-degree colleges were selected. Five-degree colleges from Aizawl district out of 10 colleges and one college from remaining seven districts i.e. Lunglei, Lawngtlai, Champhai, Serchhip, Kolasib, Saiha, and Mamit district (because in these districts only one-degree college is available) selected for the study. Only five colleges are offering Science and 4 colleges are offering Commerce at graduation level in Mizoram. So, the researcher took all the colleges offering science for the study. The list of colleges offering different course is given below taken as sample of the study.

Table No. 2
College - wise Sample of the Study Course offered in Mizoram

Sl. No.	Name of the Districts	Number of Colleges as Sample of the Study	Course Offered
1	Aizawl	Pachhunga University College	B.Sc.,B.A, B.Com
2	Aizawl	Government Aizawl College	BA, B.Com
3	Aizawl	Government Hrangbana College	BA, B.Com
4	Aizawl	Government Aizawl North College	BA
5	Aizawl	Government Aizawl West College	BA
6	Lunglei	Lunglei Government College	B.Sc.,B.A
7	Siaha	Government Siaha College	BA
8	Champhai	Government Champhai College	B.Sc.,B.A, B.Com
9	Kolasib	Government Kolasib College	B.Sc.,B.A
10	Mamit	Government Mamit College	BA
11	Serchhip	Government Serchhip College	B.Sc.,B.A
12	Lawngtlai	Government Lawngtlai College	BA

From teachers of above colleges 150 college teachers belong to Arts, 100 college teachers are from science and 50 college teachers came from commerce stream were selected randomly as sample of the study. Thus, a total 300 teachers are selected to collect the data for the study.

3.4 Account of Population Studied

Table No. 3
Distribution of Sample of the Study

		DISTRIBUTION OF SAMPLE OF THE STUDY					
Level 1	Level 2		Level 3		Level 3		N
	STREAM	N	GENDER	N	Teaching Experience		
College Teachers of Mizoram (N = 300)	Arts	150	Male	75	Above 10 Years	71	
			Female	75	Below 10 Years	79	
	Science	100	Male	59	Above 10 Years	39	
			Female	41	Below 10 Years	61	
	Commerce	50	Male	22	Above 10 Years	40	
			Female	28	Below 10 Years	10	
Total		300		300			

3.5 Tools Used

For collecting data, various research devices are essential. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The following tools were selected and used by the investigator in the study.

1. RCE Mental Health Scale developed and standardized by Anand (1992).
2. Job Satisfaction Scale developed and standardized by Amar and Sharma (2006)

3.5.1 Description of RCE. Mental Health Scale: Anand, S. P. (1992)

This scale was developed by Anand, S.P. (1992). In the construction of Mental Health Scale, Likert's technique has been followed. This M.H. Scale is based upon the assessment of an individual's: i. Self-concept ii. Concept of life iii. Perception of self-amongst others iv. Perception of others v. Personal adjustment vi. Record of achievements. The scale consists of 60 items (20 positive items and 40 negative items). Description of dimension of mental health are given below-

Self-concept:

One's self-concept (also it may be called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender identity, sexual identity, and racial identity. Generally, self-concept embodies the answer to "Who am I?" Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner"). Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behavior.

Concept of life:

Concept of life is the meaning of life, or the answer to the question "What is the meaning of life?" pertains to the significance of living or existence in general. Many other related questions include "Why are we here?", "What is life all about?", or "What is the purpose of existence?" There have been a large number of proposed answers to these questions from many different cultural and ideological backgrounds. The search for life's meaning has produced much philosophical, theological, and metaphysical speculation scientific, throughout history. Different people and cultures believe different things for the answer to this question.

Perception of self-amongst others:

Perception of self-amongst others is an account of attitude formation. It asserts that people develop their attitudes (when there is no previous attitude due to a lack of experience, etc. and the emotional response is ambiguous) by observing their own behavior and concluding what attitudes must have caused it. The theory is counter intuitive in nature, as the conventional wisdom is that attitudes determine behaviours. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviours rationally in the same way they attempt to explain others' behaviours.

Perception of others:

Social perception (or person perception) is the study of how people form impressions of and make inferences about other people. People learn about others' feelings and emotions by picking up information they gather from physical

appearance, verbal, and nonverbal communication. Facial expressions, tone of voice, hand gestures, and body position or movement are just a few examples of ways people communicate without words. A real-world example of social perception would understand that others disagree with what one said when one sees them roll their eyes. There are four main components of social perception: observation, attribution, integration, and confirmation. Observations serve as the raw data of social perception-interplay of three sources: persons, situations, and behaviour. These sources are used as evidence in supporting a person's impression or inference about others. Another important factor to understand when talking about social perception is attribution. Attribution is expressing an individual's personality as the source or cause of their behaviour during an event or situation. In order to fully understand the impact of personal or situational attributions, social perceivers must integrate all available information into a unified impression. To finally confirm these impressions, people try to understand, find, and create information in the form of various biases. Most importantly, social perception is shaped by an individual's current motivations, emotions, and cognitive load capacity. Cognitive load is the complete amount of mental effort utilized in the working memory.

Personal adjustment:

In psychology, adjustment refers to the behavioral process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability

to make a normal adjustment to some need or stress in the environment. In general, the adjustment process involves four parts: a need or motive in the form of a strong persistent stimulus, the thwarting or non-fulfillment of this need, varied activity, or exploratory behavior accompanied by problem solving, some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Record of Achievement:

Academic achievement or (academic) performance is the outcome of education-the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts

Table No. 4

Dimension wise Distribution of Statements of Mental Health

Sl. No . .	Dimensions	Nature of Items				All
		Positive	Total	Negative	Total	Total
1	Self-concept	54	1	13,16,35,55,59	5	6
2	Concept of life	18,45	2	6,11,22,42,43, 44, 49,52,56	9	11
3	Perception of self amongst others	14,20,27,37, 50, 60	6	5,10,15,25,26,30,33, 36,46	9	15
4	Perception of Others	1,2,3,29,32	5	23,38,39,40	4	9
5	Personal Adjustment	8,51,53	3	12,17,24,48,57	5	8
6	Record of Achievement	9,21,47	3	4,7,19,28,31,34,41, 58	8	11

These statements are the outcome of items analysis of 120 statements expressing each one of the six dimensions in 20 statements (10+ve and 10-ve). The list of these statements was administered on 120 teachers. Item analysis was done for the top 30 and 30 bottom level scoring lists. The statements with highest's' and 'chi-square' values were identified for the scale irrespective of their number in each dimension or their positive and negative statements. The subjects take 10 – 15 minutes to work on the Scale. They encircle one of the five choices SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly agree) given against each statement. These responses are scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements. The test-retest and split-half reliability has been tested as .88 and .79. The construct validity of the Scale was tested by the matrix of significant positive values of coefficients of inter correlation between the scores of 200 teachers on the six dimensions. The specimen copy of the test is given in Appendix-A

3.5.2 Job Satisfaction Scale (JSS)

The Job Satisfaction Scale (JSS) constructed by Dr. Amar Singh and Dr. T.R. Sharma (2006) was used to measures the job satisfaction of college teachers. The scale in its totality or in parts, depending upon the requirement, can be administered to any category of professionals. It is comprehensive and omnibus in nature.

The level of job satisfaction is measured in two areas – job-intrinsic (factors inherent in the job) and job-extrinsic (factors residing outside the job). The scale contains 30 (6-ve and 24+ve) statements each of which has five alternatives from which the respondent has to choose one which candidly expresses his response. The

following chart shows the connection of different items with different areas constituting the scale.

1. Job-intrinsic statements (factors inherent in the job):

- (a) Job concrete statements such as excursions, place of posting, working conditions:

6 11 13 19 23 25

- (b) Job abstract statements such as cooperation, democratic functioning etc:

8 15 16 17 20 21 27

2. Job-extrinsic statements (factors residing outside the job):

- (a) Psycho-social such as intelligence, social circle:

1 3 4 7 10 12 26 30

- (b) Economic such as salary, allowance:

2 5 9 18

- (c) Community/National growth such as quality of life, national economy:

14 22 24 28 29

Scoring

The positive statements carry a weightage of 4,3,2,1 and 0 and the negative ones a weightage of 0,1,2,3 and 4. The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his job. The minimum and maximum range of score is 00 (zero) to 120.

Reliability and Validity

The test-retest reliability works out to be 0.97 with N=52 and a gap of 25 days. The scale compares favorably with Muthaya's job satisfaction questionnaire giving a validity coefficient of .74. Moreover, the satisfaction measures obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale: fully satisfied, dissatisfied by the employers. The coefficient of correlation was .81 (N=52) The specimen copy of the test is given in Appendix-B

3.6 Procedure of Data Collection

This study was approved by the different Boards like Departmental Research Committee, School Board and Academic Council and ethics committee of Mizoram University. Further, the undergraduate teachers were assured that their responses would be kept confidential. Before conducting the final survey the researcher conducted a pilot study in the month of July 2017 on teachers of degree colleges of Mizoram. After the preparation of final draft of the questionnaire for the teachers, as per the suggestions and remarks of the experts, the researcher first administered the questionnaire over a sample 20 teachers of Harngbana College, Aizawl. Each teacher was asked to respond to each item. So, to estimate the reliability of the questionnaire

the investigator after three months again administered the previous questionnaire on the same sample. The responses taken from the teachers in the second time were represented numerically and two sets of scores were obtained for the analysis of responses of teachers.

The researcher correlated the two sets of scores of Mental Health and Job Satisfaction by Cronbach's alpha and Kuder-Richardson Formula 20 methods. The value of r in case of Mental Health found 0.9634 and the value of r in case of Job Satisfaction is 0.869 which is very high. Thus the questionnaires were very reliable.

The researcher met the principals of the respective degree colleges, narrated her purpose and plan of data collection and obtained formal permission from them to collect the data. Researcher visited several times the concerned college to collect the data from the required sample teachers. The principals of the respective colleges introduced the researcher with the staff. Researcher narrated her purpose, the significance of visit and made good rapport with the subjects with informal discussion and finally when she was assured that the psychological climate of the staff room was good enough for the test administration, she began her job. The researcher handed over the questionnaire to all the respondents and explained to them how they should fill in the questionnaires. The researcher clarified some of the doubts raised by the some of the teachers. They were given sufficient time to fill in the questionnaires. The filled in questionnaires were collected from the teachers personally, critically examined, quantified as far as possible and tabulated

systematically for further analysis. In this way the data collection in all the selected colleges were covered.

3.7 Mode of Analysis

The data collected from 300 college teachers of Mizoram were scrutinized and tabulated after scoring the responses on mental health and job satisfaction using the standard scoring procedures given in the respective manuals. The tabulated scores were classified in accordance with gender, teaching experience and stream of education for carrying out statistical techniques: The statistical measures of the study were divided into four parts, viz. –1. Descriptive statistics 2. Inferential statistics 3. Co-relational statistics and 4. Multiple Regression Analysis, Measures of Central Tendency, Standard Deviation, Percentages and t-test, bar diagram factorial ANOVA design co-relational methodology was used for the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data implies concentrating the arranged material so as to decide the inalienable certainties or implications. It includes getting ready down existing complex components into basic parts and assembling the parts in new game plan process which goes into research in one structure or the other in assurance of strategy and in translating and reaching determinations from data accumulated.

- S.P. Shukla

In the words of C.V. Good,

"Process of interpretation is essentially one of stating what results findings show, what do they mean? What is their significance? What is the answer to the original problem?"

Analysis means classifying, requesting, controlling and outlining the crude scores to acquire answer to research questions. The reason for the analysis is to decrease data to coherent and interpretable structure with the goal that connection of the examination issue can be contemplated and tried. The present section manages the analysis and translation of data. The data for the present examination were gathered by directing the mental Health Scale and Job Satisfaction Scale. The reactions got from the subject were scored following the standard scoring strategies portrayed in the separate manuals. The scores were arranged, classified and examined and the subtleties are given in the present chapter.

The analysis of the data was completed with the assistance of fitting measurable methods, and the findings were likewise deciphered keeping in view the objectives of the investigation and the findings were genuinely interpreted. The data analysis is accounted for in the following features. Analysis and Interpretation of Demography Profile of the Sample

- Analysis and Interpretation of Mental Health Scores of College Teachers of Mizoram based on Descriptive Statistical Analysis.
- Analysis and Interpretation of Job Satisfaction of College Teachers of Mizoram based on Descriptive Statistical Analysis.
- Analysis and Interpretation of Dimensions of Mental Health and Job Satisfaction Scores based on Descriptive Statistical Analysis
- Analysis and Interpretation of Hypotheses based on Inferential Statistical Analysis related to Mental Health and Job Satisfaction Scores of College Teachers of Mizoram. Analysis and Interpretation of Hypotheses related to Mental Health of College Teachers of Mizoram.
- Analysis and Interpretation of Hypotheses related to Job Satisfaction of College Teachers of Mizoram.
- Analysis and Interpretation of Hypotheses related to Correlation between Mental Health and Job Satisfaction of College Teachers of Mizoram.
- Analysis and Interpretation of Relation between Mental Health and Job Satisfaction of College Teachers of Mizoram Based on General Linear Regression Model.

4.1. Analysis and Interpretation of Demography Profile of the Sample

Table No. 5

Stream-wise Distribution of College Teachers of Mizoram

Stream	N	Percentage
Arts	150	50
Science	100	33.33
Commerce	50	16.67
Total	300	100

From the above table, it is seen that 300 teachers from Arts, Science and Commerce stream are respondents in this study. Among, out of 300 teachers 150 were from Arts stream i.e. 50%, 100 teachers from Science stream i.e. 33% and 50 teachers from Commerce stream i.e. 17%. The stream wise distribution teachers also showed in the following figure.

Figure: 2

Stream-wise Distribution of College Teachers of Mizoram

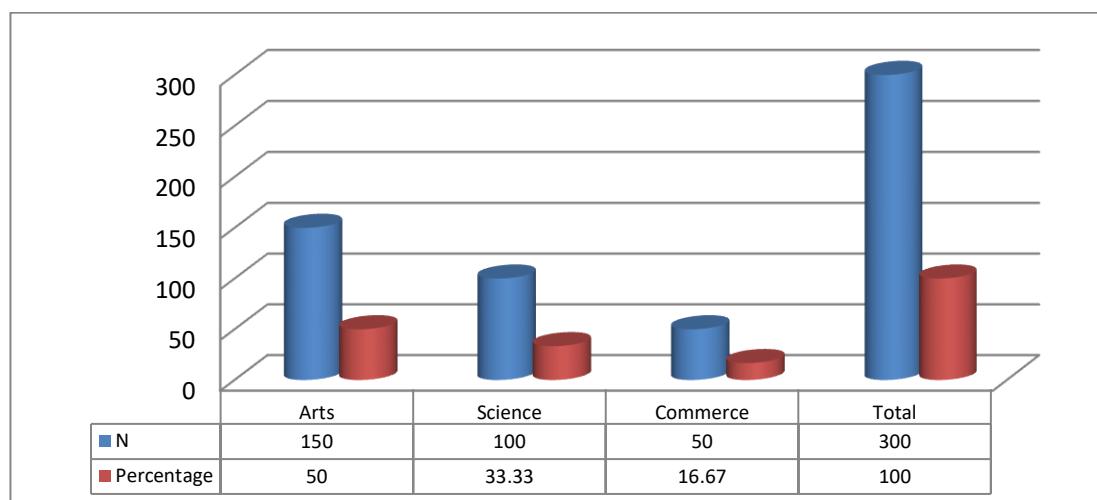


Table No. 6
Gender-wise Distribution of College Teachers of Mizoram

Stream	Male		Female	
	N	Percentage	N	Percentage
Arts	75	48.08	75	52.09
Science	59	37.82	41	28.47
Commerce	22	14.1	28	19.44
Total	156	100	144	100
Male = 156 (52%) Female = 144 (48%)				

From the above table it is seen that out of 300 degree college teachers 156 teachers were male and 144 teachers were female. Out of 156 degree college male teachers, 75 teachers i.e. 48.08% are from arts stream, 59 teachers i.e. 37.82% are from science stream and 22 teachers i.e. 14.10% are from commerce stream. Whereas out of 144 degree college female teachers, 75 teachers i.e. 52.09 % are from arts stream, 41 teachers i.e. 28.47% are from science stream and 28 teachers i.e. 19.44% are from commerce stream.

Figure: 3
Gender-wise Distribution of Degree College Teachers of Mizoram

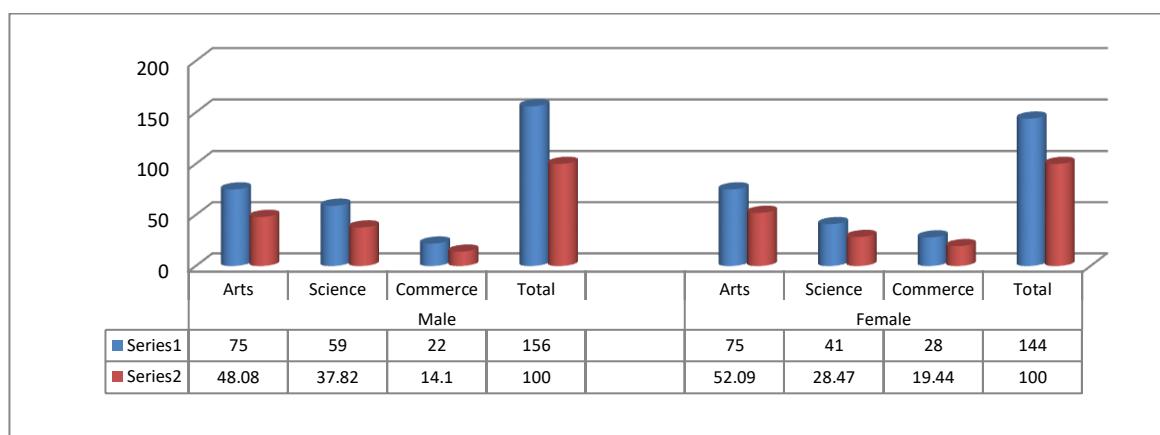
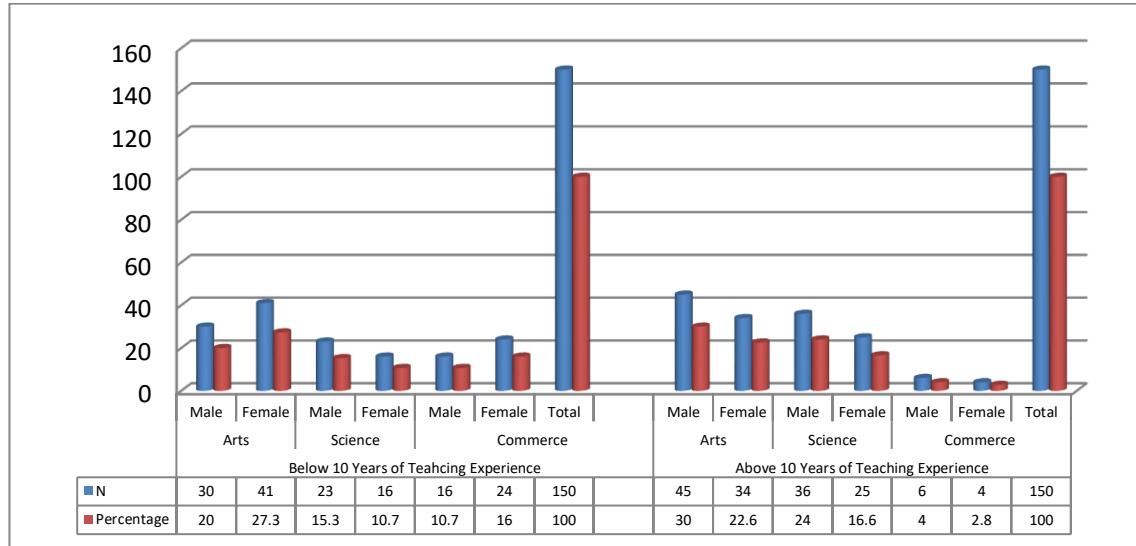


Table No. 7
Experience-wise Distribution of College Teachers of Mizoram

Stream	Sex	Below 10 years	Percentage	Above 10 years	Percentage
Arts	M	30	20	45	30
	F	41	27.3	34	22.6
Science	M	23	15.3	36	24
	F	16	10.7	25	16.6
Commerce	M	16	10.7	6	4
	F	24	16	4	2.8
Total		150	100	150	100

From the above table it is seen that out of 300 degree College teachers 150 teachers below 10 years of teaching experience and above 10 years of teaching experience respectively. Out of 150 below 10 years of teaching experience 30 male teachers i.e. 20.0% and 41 female teachers i.e. 27.3% of Arts stream; 23 male teachers i.e. 15.3% and 16 female teachers i.e. 10.7% of Science stream; and 16 male teachers i.e. 10.7% and 24 female teachers i.e. 16% from Commerce stream. Whereas, in out of 150 Above 10 years of teaching teachers 45 male teachers i.e. 30% and 34 female teachers i.e. 22.6% of Arts stream; 36 male teachers i.e. 24% and 25 female teachers i.e. 16.6% of Science stream; and 6 male teachers 04% and 4 female teachers i.e. 02.8% from Commerce stream.

Figure: 4
Teaching Experience-wise Distribution of College Teachers of Mizoram



4.2. Analysis and Interpretation of Mental Health Scores of College Teachers of Mizoram based on Descriptive Statistical Analysis

Table No. 8

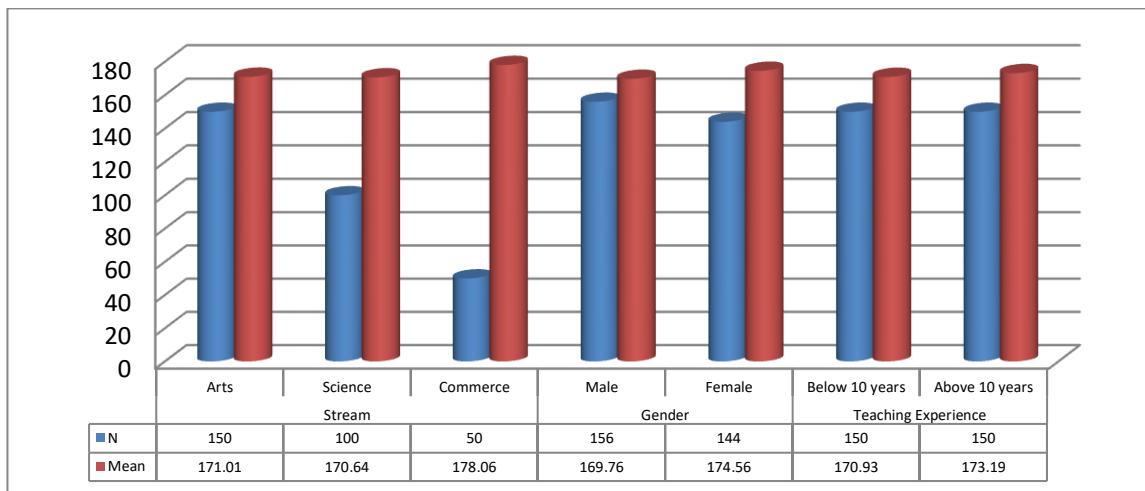
Summary of the Basic Statistics-N, Mean, and SD of Mental Health Scores of Degree College Teachers with respect to Total Sample and Sub Samples Classified on the Basis of Stream, Gender and Teaching Experience

Type of Sample		N	Mean	SD
Stream	Arts	150	171.01	17.89
	Science	100	170.64	18.39
	Commerce	50	178.06	14.4
Gender	Male	156	169.76	18.64
	Female	144	174.56	16.29
Teaching Experience	Below 10 years	150	170.93	17.06
	Above 10 years	150	173.19	18.28

From the table given above it is seen that mean scores of Mental Health of Arts stream college teacher is 171.01 with S.D. 17.89, the mean scores. Mental Health of Science stream college teacher is 170.64 with S.D. 18.39 and the mean scores. Mental Health of commerce stream college teacher is 178.06 with S.D. 14.40. This means that the college teacher of Commerce stream found to be higher Mental Health compare to Arts and Science stream college teachers. The gender wise comparison indicates that, the means cores of Mental Health of male college teacher is 169.76 with S.D. 18.64 and the mean scores of Mental Health of female college teacher is 174.56 with S.D. 16.29. This means that female teachers have higher mental health compare to male teachers in colleges of Mizoram. Whereas the mean scores of Mental Health of below 10 years teaching experience college teacher is 170.93 with S.D. 17.06 and the mean scores of Mental Health of above 10 years teaching experience college teacher is 173.19 with S.D. 18.28. This means that the above 10 years teaching experience college teachers have higher mental health compare to the below 10 years teaching experience college teacher. The comparison means scores of mental health scores of College teachers reported in the following figure.

Figure: 5

Mental Health Scores of Degree College teacher with respect to Types of Stream, Gender and Teaching Experience



From the above table it is seen that mean scores of Mental Health of male teacher is 169.76 with S.D. 18.64 and mean scores of Mental Health of female college teachers is 174.56 with S.D. 16.29. This means that the female teachers found to be higher mentally healthy compare to male teachers in the colleges of Mizoram. Whereas stream by gender indicate that the mean scores of mental health of Male teachers of arts stream is 168.69 with S.D. 19.87 and the mean scores of mental health of female teacher is 173.33 with S.D. 15.45. This means that, in arts stream, the female degree college teachers found to be higher Mental Health compare to male degree college teachers. In the category of science stream the mean scores of mental health of male teachers is 169.32 with S.D. 19.35 and the mean scores of mental health of female teacher is 172.54 with S.D. 16.96. This means that in science stream, the female teachers found to have higher Mental Health compare to male teachers. In the category of commerce stream the mean scores of mental health of male teachers is 174.59 with S.D. 10.44 and the mean scores of mental health of

female teacher is 180.79 with S.D. 16.55. This means that in commerce stream, the female teachers found to have higher Mental Health compare to male teachers. Gender wise comparison of Mental Heal scores reported in the following figure.

Table No. 9

Summary of the Basic Statistics-N, Mean, and SD of Mental Health Scores of College Teachers on the basis of Gender

Gender		N	Mean	SD
Male		156	169.8	18.6
Female		144	174.6	16.3
Stream by Gender				
Arts	Male	75	168.7	19.9
	Female	75	173.3	15.5
Science	Male	59	169.3	19.4
	Female	41	172.5	17
Commerce	Male	22	174.6	10.4
	Female	28	180.8	16.6

Figure: 6

Mental Health Scores of College Teachers on the basis of Gender and Stream

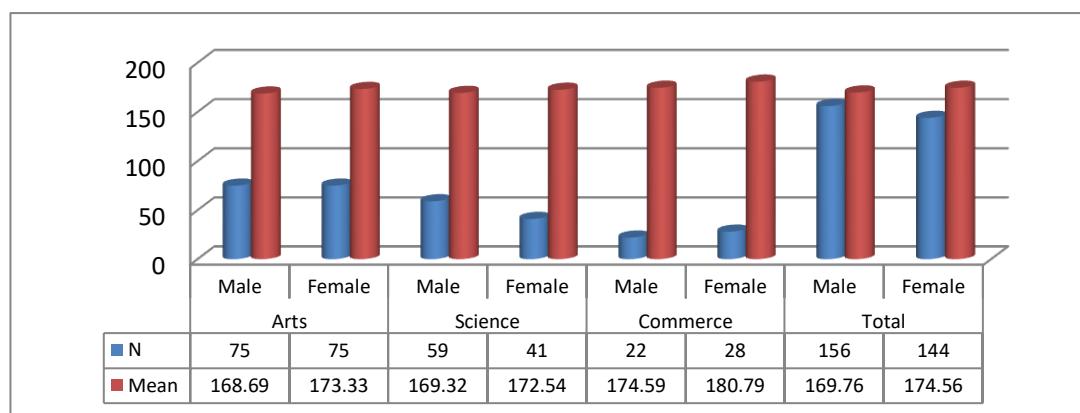


Table No. 10

Summary of the Basic Statistics-N, Mean, and SD of Mental Health Scores of Degree College Teachers on the basis of Teaching Experience

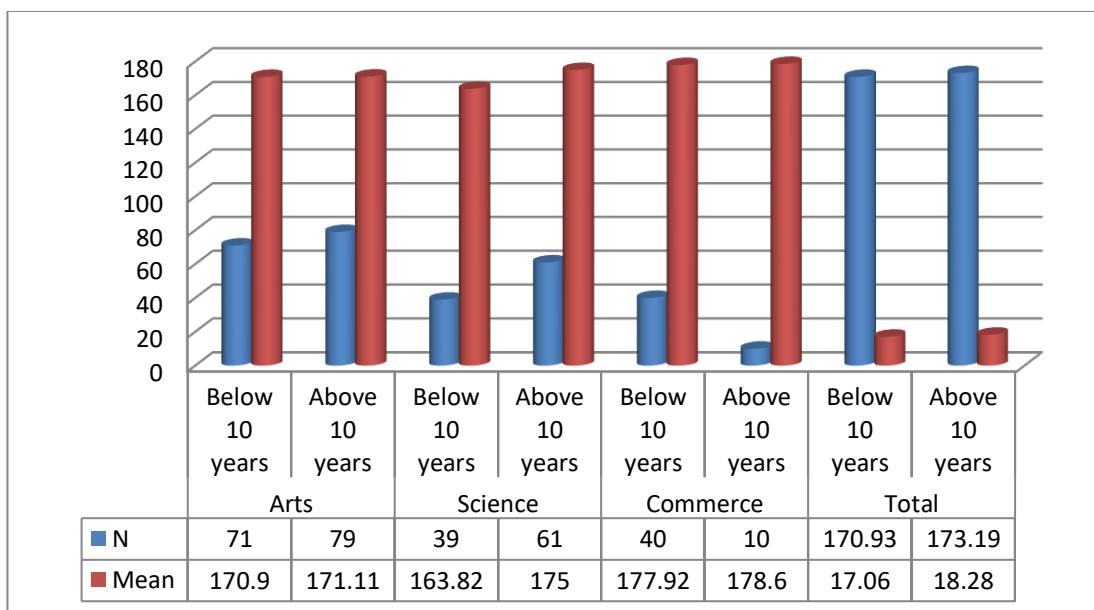
Teaching Experience		N	Mean	SD
Below 10 years		150	170.93	17.06
Above 10 years		150	173.19	18.28
Stream by Teaching Experience				
Arts	Below 10 years	71	170.9	17.03
	Above 10 years	79	171.11	18.74
Science	Below 10 years	39	163.82	17.5
	Above 10 years	61	175	17.74
Commerce	Below 10 years	40	177.92	13.86
	Above 10 years	10	178.6	17.21

From the above table it is seen that mean scores of Mental Health of below 10 years of teaching experience college teacher is 170.93 with S.D. 17.06 and above 10 years of teaching experience degree college teachers is 173.16 with S.D. 18.28. This means that the above 10 years of teaching experience teachers found to be higher Mental Health compared to below 10 years teaching experience teachers. Whereas the mean scores of mental health of below 10 years of teaching experience degree college teachers of arts stream is 170.90 with S.D. 17.03 and above 10 years teaching experience degree college teachers is 171.11 with S.D. 18.74. This means that the above 10 years of teaching experience college teacher found to be higher Mental Health compare to below 10 years teaching experience college teachers in arts stream. In the category of science stream, the mean scores of Mental Health of below 10 years of teaching experience college teachers is 163.82 with S.D. 17.50 and

above 10 years teaching experience college teachers is 175.00 with S.D. 17.74. This means that: In the category of science stream the above 10 years of teaching experience college teacher found to be higher Mental Health compared to below 10 years teaching experience college teachers. In the category of commerce stream the mean scores of Mental Health of below 10 years of teaching experience college teachers 177.92 with S.D. 13.86 and above 10 years teaching experience college teachers is 178.60 with S.D. 17.21. This means that, in the category of science stream the above 10 years of teaching experience college teacher found to be higher Mental Health compare to below 10 years teaching experience college teachers in commerce stream.

Figure: 7

Mental Health Scores of College Teachers on the basis of Gender and Steam by Teaching Experience



4.3 Distribution of Mental Health of College Teachers of Mizoram

The following table shows the means score of college teachers on the Mental Health Scale.

Table No. 11

Mental Health Score of Teachers with respect to Gender in Percentage

Stream	Gender	Sample Size	Mental Health of Teachers		
			Low in %	Moderate in %	High in %
Science	Male	75	16.54	72.23	11.23
	Female	75	17.23	65.56	17.21
Arts	Male	59	18.17	68.32	13.51
	Female	41	12.53	69.21	18.26
Commerce	Male	22	11.34	67.87	20.79
	Female	28	12.56	66.39	21.05

The distribution of Mental Health among arts teacher indicate that among 75 male teachers 16.54% possess low Mental Health, 72.23% possess moderate Mental Health and 11.23% possess high level of Mental Health. Whereas in case of 75 female arts college teachers 17.23% possess low level Mental Health, 65.56% posses moderate and 17.21% posses high level of Mental Health. It can be concluded that male arts teachers are possess better Mental Health than female teachers.

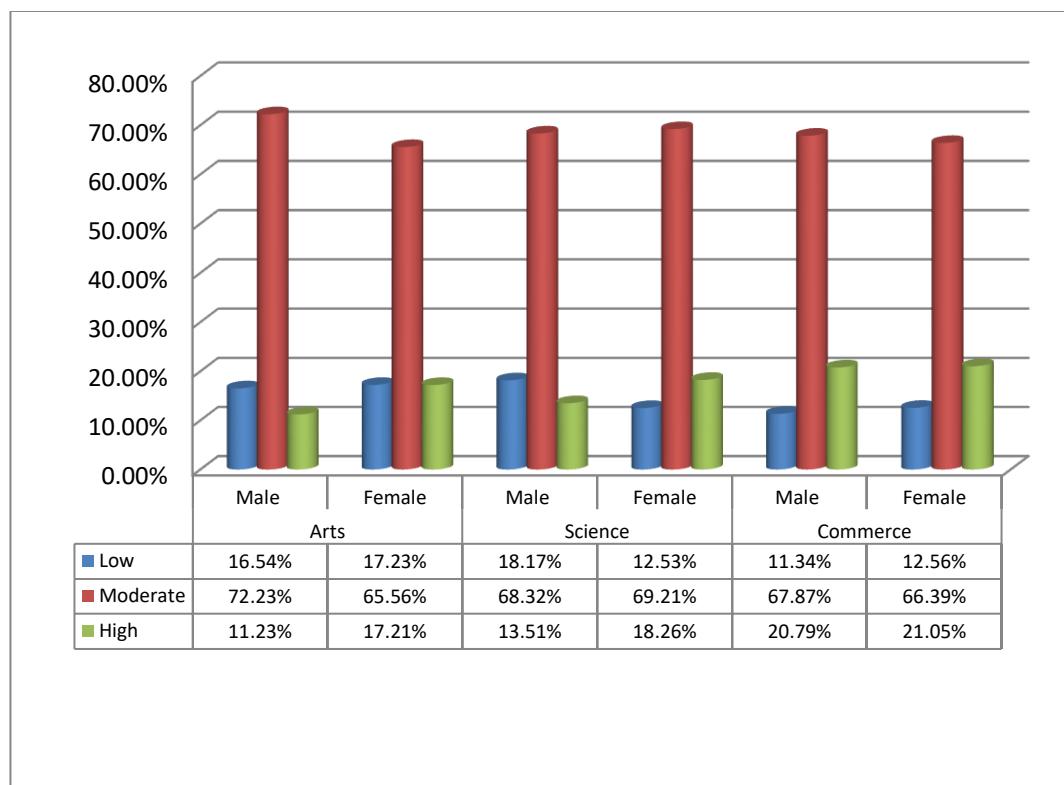
In the category of science stream, out of 59 male science college teachers 18.17% possess low level Mental Health, 68.32% possess moderate level Mental Health, and 13.51% possess high level of Mental Health. Whereas among 41 female science teachers 12.53% possess low level, 69.21% possess moderate level, and

18.26% possess high level of Mental Health. So, it can be stated that female science teachers possess better Mental Health than male science teachers.

In the category of commerce stream, out of 22 male commerce college teachers 11.34% possess low level Mental Health 67.87% possess moderate level of Mental Health and 20.79 % teachers possess high level of Mental Health. Whereas in case of 28 female commerce college teachers 12.56% teachers possess low level in Mental Health, 66.39% possess moderate level of Mental Health and 21.05 possess high level of Mental Health. It can be concluded that male commerce teachers are mentally healthier than female teachers.

Figure: 8

Distribution of Mental Health among College Teachers of Different Stream in Mizoram



4.4 Analysis and Interpretation of Job Satisfaction Scores of College Teachers of Mizoram based on Descriptive Statistical Analysis

Table No. 12

Summary of the Basic Statistics-N, Mean, and SD of Job Satisfaction Scores of College Teachers with respect to Stream, Gender and Teaching Experience

Type of Sample		N	Mean	SD
Stream	Arts	150	76.11	9.44
	Science	100	78.27	10.41
	Commerce	50	73.42	11.44
Gender	Male	156	76.15	9.84
	Female	144	76.64	10.65
Teaching Experience	Below 10 years	150	73.15	10.16
	Above 10 years	150	79.61	9.24

From the above table it is seen that, mean scores of Job Satisfaction of Arts stream college teacher is 76.11 with S.D. 9.440, mean scores of Job Satisfaction Science stream college teacher is 78.27 with S.D. 10.41 and mean scores of Job Satisfaction Commerce stream college teacher is 73.42 with S.D. 11.44. This means the college teacher of Science stream secured higher Position Satisfaction contrast with Arts and Commerce stream college teachers. The sexual orientation astute correlation show that the mean scores of Job Satisfaction of male teacher is 76.15 with S.D. 18.64 and the mean scores of Job Satisfaction of female teacher is 76.64 with S.D. 10.65. This means there is no distinction in mean scores of Job Satisfaction of male and female teachers of College. Though the Job Satisfaction mean scores of below 10 years teaching experience college teacher is 73.15 with S.D. 10.16 and the

mean scores of Job Satisfaction of over 10 years teaching experience college teacher is 79.61 with S.D. 9.24. This means the over 10 years teaching experience degree college teachers have higher Job Satisfaction contrast with the below 10 years teaching experience. The examination means scores of Job Satisfaction of Degree College teachers detailed in the following figure.

Figure: 9

Job Satisfaction of College Teacher with Respect to Stream, Gender and Teaching Experience

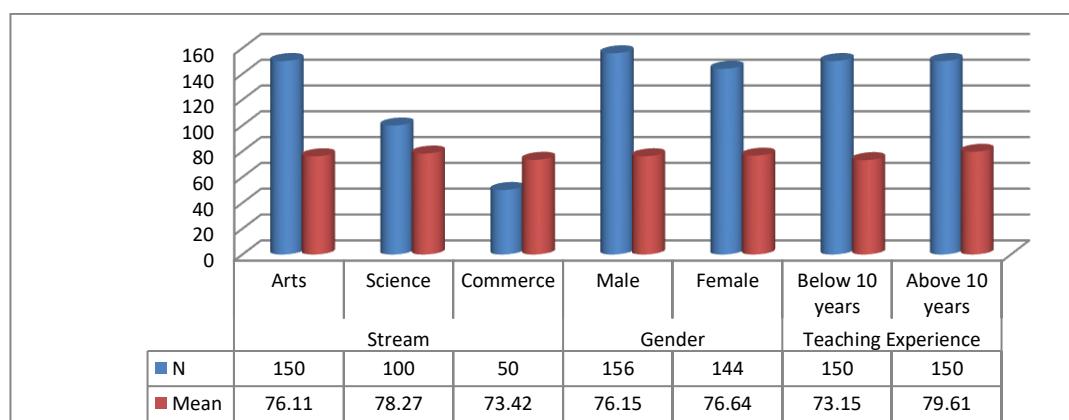


Table No. 13
Summary of the Basic Statistics-N, Mean, and SD of Job Satisfaction Scores of College Teachers on the basis of Gender

Gender		N	Mean	SD
Male		156	76.15	9.84
Female		144	76.64	10.65
Arts	Male	75	75	8.66
	Female	75	77.23	10.1
Science	Male	59	79.17	9.72
	Female	41	76.98	11.34
Commerce	Male	22	71.96	11.87
	Female	28	74.57	11.17

Out of the above-mentioned table, it's observed that the mean scores of Job Satisfaction of male instructor is actually 76.15 with S.D. 9.84 and 9.84 the mean scores of Job Satisfaction of teachers that are female is 76.64 with S.D. 10.65. What this means is, there's no distinction in the mean scores of Job Satisfaction of female and male instructor of college in Mizoram. Even though the hostile scores of Job Satisfaction of Male teachers of expressions stream is actually 75.00 with S.D. 8.66 and the mean scores of Job Satisfaction of female instructor is actually 77.23 with S.D. 10.10. This shows, in the arts stream, the female teachers secured to be higher Position Satisfaction distinctions with male coaches in College. In the distinction of science stream, the mean scores of Job Satisfaction of male instructors are actually 79.17 with S.D. 9.72 as well as the mean scores of Job Satisfaction of female instructor is actually 76.98 with S.D. 11.34. What this means is in the science stream, the female teachers secured higher Position Satisfaction distinctions against male teachers. In the category of company stream, the mean scores of Job Satisfaction of male instructors are actually 71.96 with S.D. 11.87 and the mean scores of Job Satisfaction of female instructor is actually 74.57 with S.D. 11.17. What this means is in the company stream, the female teachers secured to be higher Position Satisfaction distinctions than male coaches.

Figure: 10

Job Satisfaction Scores of Degree College Teachers on the basis of Gender and Stream

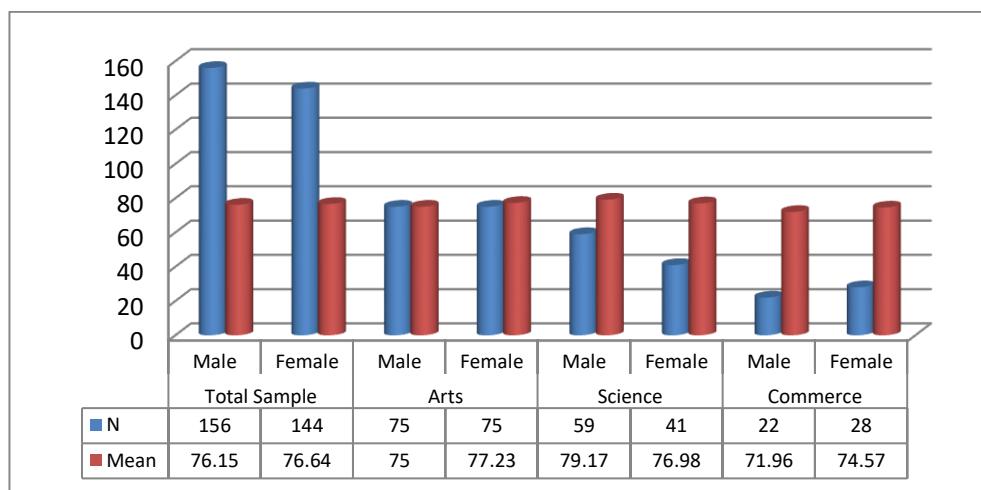


Table No. 14

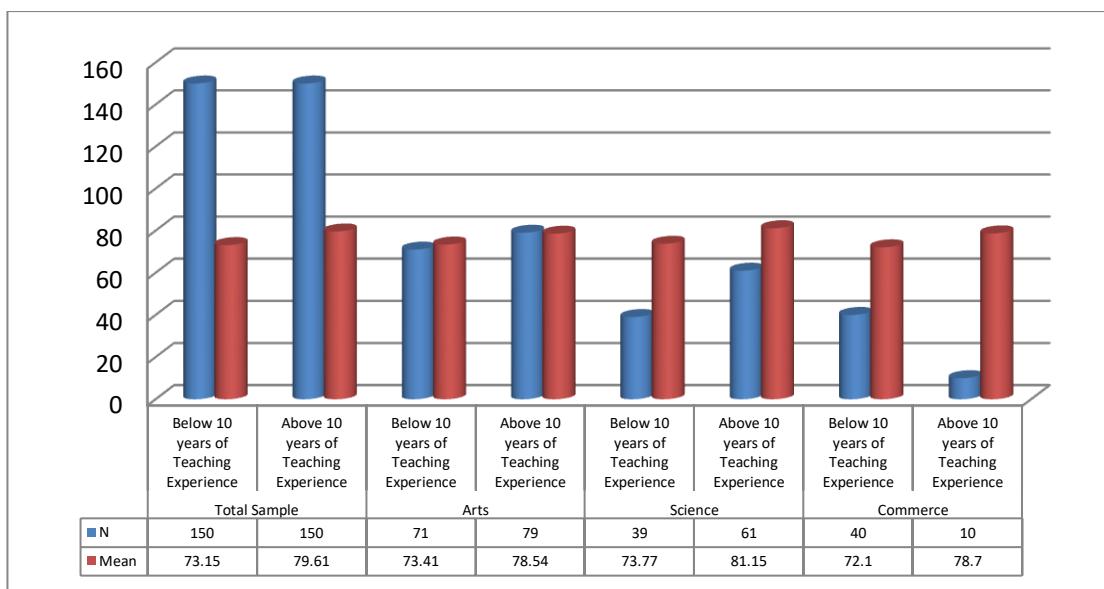
Summary of the Basic Statistics-N, Mean, and SD of Job Satisfaction Scores of Degree College Teachers on the basis of Teaching Experience

Teaching Experience		N	Mean	SD
Below 10 years		150	73.15	10.16
Above 10 years		150	79.61	9.24
Arts	Below 10 years	71	73.41	10.05
	Above 10 years	79	78.54	8.19
Science	Below 10 years	39	73.77	8.45
	Above 10 years	61	81.15	10.58
Commerce	Below 10 years	40	72.1	11.92
	Above 10 years	10	78.7	7.59

Out of the above-mentioned table, it is observed that mean scores of Job Satisfaction of under ten years of teaching experience college mentor is actually 73.15 with S.D. 10.16 and above ten years of teaching experience degree college instructors is actually 79.61 with S.D. 9.24. What this means is that the above ten years of teaching experience college mentor discovered to have higher Job Satisfaction compared to less than ten years of teaching experience college teachers. Whereas stream by teaching experience suggests that, the mean scores of Job Satisfaction of under ten years of teaching experience degree college teachers of arts stream is actually 73.41 with S.D. 10.05 and above ten years teaching experience college instructors is actually 78.54 with S.D. 8.19. This means that the above ten years of teaching experience college mentor discovered to be higher Job Satisfaction compared to less than ten years of teaching experience college teachers in arts stream. In the category of science stream by teaching experience suggest that the mean scores of Job Satisfaction of under ten years of teaching experience college teachers of arts stream are actually 73.77 with S.D. 8.45 and above ten years teaching experience college instructors is actually 81.15 with S.D. 10.58. This means that the above ten years of teaching experience college mentor discovered to be higher Job Satisfaction compared to under ten years of teaching experience university teachers in the science stream. In the category of commerce stream by teaching experience suggest that the mean scores of Job Satisfaction of under ten years of teaching experience college teachers of arts stream are actually 72.10 with S.D. 11.92 and above ten years teaching experience college instructors is actually 78.70 with S.D. 7.59. Which means that the above ten years of teaching experience degree college mentor

discovered to secure higher Job Satisfaction compared to under ten years of teaching experience degree university teachers in commerce stream.

Figure: 11
Job Satisfaction Scores of Degree College Teachers on the basis of Gender and Stream by Teaching Experience



The following table shows the means score of college teachers on the Job Satisfaction Scale.

Table No. 15
Job Satisfaction Score of Teachers with Respect to Gender in Percentage

Stream	Gender	Sample Size	Job Satisfaction of Teachers		
			Low in %	Moderate in %	High in %
Arts	Male	75	14.67	77.33	8
	Female	75	12	74.67	13.44
Science	Male	59	3.39	77.97	18.64
	Female	41	12.2	73.17	14.63
Commerce	Male	22	27.27	72.73	0
	Female	28	21.43	53.57	25

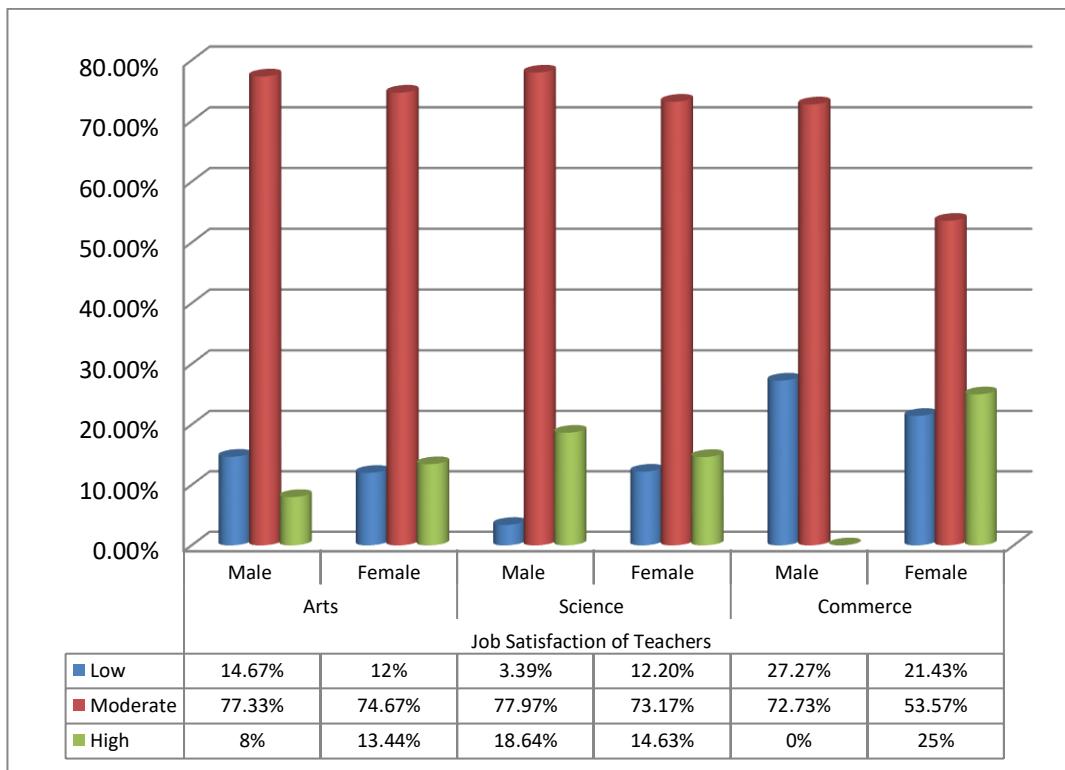
From the above table it is seen that out of 75 male arts college teachers, 14.67% of male teacher's possess low Job satisfaction, 77.33% possess moderate level job satisfaction and 8% possess high level of Job Satisfaction. Whereas in case of 75 female arts college teachers 12% possess low level Job Satisfaction, 74.67% possess moderate job satisfaction and 13.44% posses' high level of Job Satisfaction. It can be concluded that female arts teachers possess better Job Satisfaction than female teachers.

In the category of science stream, out of 59 male science college teachers 3.39% possess low level Job Satisfaction, 77.97% possess moderate level Job Satisfaction, and 18.64% possess high level of Job Satisfaction. Whereas 41 female science teachers i.e.12.20 % possess low level Job Satisfaction, 73.17% possess moderate level Job Satisfaction, and 14.63% possess high level of Job Satisfaction. So, it can be stated that female science teachers possess better Job Satisfaction than male science teachers.

In the category of commerce stream, out of 22 male commerce college teachers 27.27% teachers possess low level job satisfaction, 72.73% posses moderate level of Job Satisfaction and no one teacher possess high level job satisfaction. Whereas in case of 28 female commerce college teachers 21.43% teachers possess low level job satisfaction, 53.57% posses moderate level job satisfaction and 25% possess high level of Job Satisfaction. It can be concluded that male commerce teachers are mentally healthy than female teachers.

Figure: 12

Distribution of Job Satisfaction among College Teachers of Different Stream in Mizoram



4.5. Analysis and Interpretation of Dimensions of Mental Health and Job Satisfaction Scores based on Descriptive Statistical Analysis

The table no 16 indicates dimension wise Mental Health scores of Arts, Science and Commerce college teachers. Mean scores of self-concept for arts college teachers is 16.31, Science college teacher is 16.24 and commerce college teachers is 17.16. This means that commerce college teachers reported higher mean scores of self-concept followed by science college teachers and arts college teachers. With respect to dimension of concept of life, the mean scores for arts college teachers is 33.00,

science college teacher is 33.60 and commerce college teacher is 33.42. This means that commerce college teachers reported higher mean scores of concept of life scores and followed by Science college teachers and arts college teachers. With respect to Mental Health dimension perception of Self Amongst others, the mean scores for arts college teachers is 40.71, science college teacher is 40.45 and commerce college teacher is 42.18. This means that commerce college teachers reported higher mean scores of perception of self amongst others and followed by arts college teachers and science college teachers.

Table No. 16
Comparison of Dimension of Mental Health among Arts, Science and Commerce College Teacher

Dimensions of Mental Health	Arts Stream		Science Stream		Commerce Stream		Total Sample	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Self-Concept	16.31	2.87	16.24	2.77	17.16	2.38	16.43	2.78
Concept of Life	33.00	4.58	33.60	5.07	34.32	3.91	33.42	4.66
Perception of Self Amongst others	40.71	4.89	40.45	4.36	42.18	4.18	40.87	4.63
Perception of Others	27.37	2.98	27.21	3.36	27.98	3.09	27.42	3.13
Personal Adjustment	22.95	3.18	23.19	3.40	24.08	2.42	23.22	3.16
Record of Achievement	30.67	4.16	29.95	4.71	32.34	4.18	30.71	4.41
Total	171.01	17.89	170.64	18.39	178.06	14.40	172.06	17.68

With respect to Mental Health dimension of perception of others, the mean scores for arts college teachers is 27.37, science college teacher is 27.21 and

commerce college teacher is 27.42. This means that commerce college teachers reported higher mean scores of perceptions of others and followed by Arts college teachers and science college teachers. With respect to Mental Health dimension of personal adjustment, the mean scores for arts college teachers is 22.95, science college teacher is 23.19 and commerce college teacher is 24.08. This means that commerce college teachers reported higher mean scores of personal adjustments and followed by science college teachers and arts college teachers. With respect to Mental Health dimension of record of achievement, the mean scores for arts college teachers is 30.67, science college teacher is 29.95 and commerce college teacher is 32.34. This means that commerce college teachers reported higher mean scores of record of achievement and followed by arts college teachers and science college teachers. Dimension wise comparison of Mental Health of arts, science and commerce college teacher reported in the following figure.

Figure: 13

Comparison of Dimension of Mental Health among Arts, Science and Commerce College Teacher

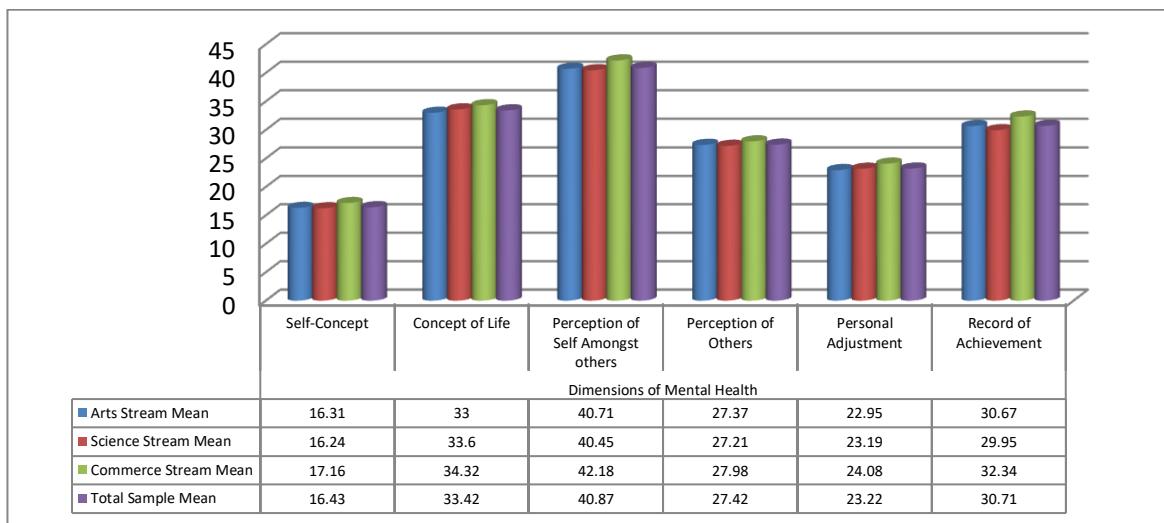


Table No. 17
Dimension-wise Comparison of Job Satisfaction among Arts, Science and Commerce College Teachers

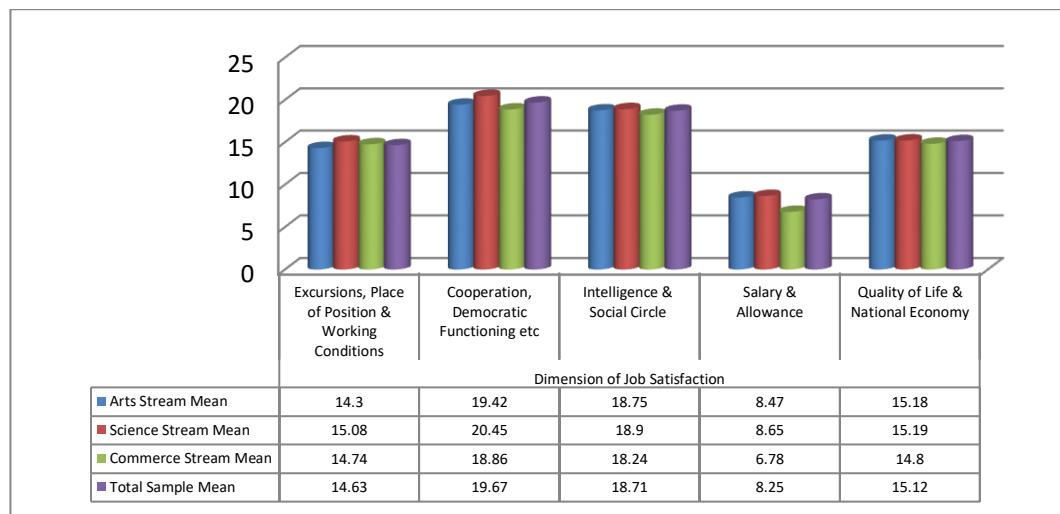
Dimensions of Mental Health	Arts Stream		Science Stream		Commerce Stream		Total Sample	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Excursions, Place of Position & Working Conditions	14.30	2.70	15.08	2.94	14.74	2.82	14.63	2.82
Cooperation, Democratic functioning etc.	19.42	2.84	20.45	2.67	18.86	3.27	19.67	2.91
Intelligence & Social Circle	18.75	2.95	18.90	3.27	18.24	3.38	18.71	3.13
Salary & Allowance	8.47	2.83	8.65	2.90	6.78	3.04	8.25	2.95
Quality of Life & National economy	15.18	1.97	15.19	2.23	14.80	2.26	15.12	2.12
Total	76.11	9.44	78.27	10.41	73.42	11.44	76.38	10.22

The above table indicates dimension wise Job Satisfaction scores of arts, science and commerce college teachers. Mean scores of satisfactions with excursion, place of position and working conditions for arts college teachers is 14.30, science college teacher is 15.08 and commerce college teachers is 14.74. This means that science college teachers reported higher mean scores for satisfaction with excursion, place of position and working conditions and followed by commerce college teachers and arts college teachers. Mean scores of satisfactions with cooperation, democratic functioning for arts college teachers is 19.42, Science college teacher is 20.45 and

commerce college teachers is 18.86. This means that science college teachers reported higher mean scores for satisfaction with cooperation, democratic functioning and followed by arts college teachers and commerce college teachers. Mean scores of satisfactions with intelligence and social circle for arts college teachers is 18.75, science college teacher is 18.90and commerce college teachers is 18.24 This means that science college teachers reported higher mean scores for satisfaction with intelligence and social circle and followed by arts college teachers and commerce college teachers.

With respect to mean scores of satisfactions with salary and allowance for arts college teachers is 8.47, science college teacher is 8.65 and commerce college teachers is 6.78. This means that science college teachers reported higher mean scores for satisfaction with salary and allowance and followed by arts college teachers and commerce college teachers. Mean scores of satisfactions with quality of life and national economy for arts college teachers is 15.18, science college teacher is 15.19 and commerce college teachers is 14.80. This means that science college teachers reported higher mean scores for satisfaction with quality of life and national economy and followed by arts college teachers and commerce college teachers. The comparison mean scores of dimensions of Job Satisfaction of arts, science and commerce college teacher reported in the following figure.

Figure: 14
Comparison of Dimension of Job Satisfaction among Arts, Science and Commerce College Teachers



4.6 Normality Test

Table- 18
Normality Test of Data

Groups	N	M	Mdn	SD	Min	Max	Skewness		Kurtosis	
							Statistics	Std Error	Statistics	Std Error
Job Satisfaction	300	76.38	76.00	10.22	48	109	.194	.141	.288	.281
Mental Health	300	172.063	172.00	17.68	102	224	-.036	.141	1.57	.281

The skewness value is .194 and Kurtosis value is .281 for Job Satisfaction scores. Here, the skewness and Kurtosis value is lie between ± 2.0 . Hence, job satisfaction data come from the normal distribution. Whereas the skewness value is -.036 and Kurtosis value is .281 for mental health scores. Here, the skewness and Kurtosis value is lie between ± 2.0 . Hence, Mental Health data come from the normal distribution.

Figure: 15
Normal Distribution of Job Satisfaction

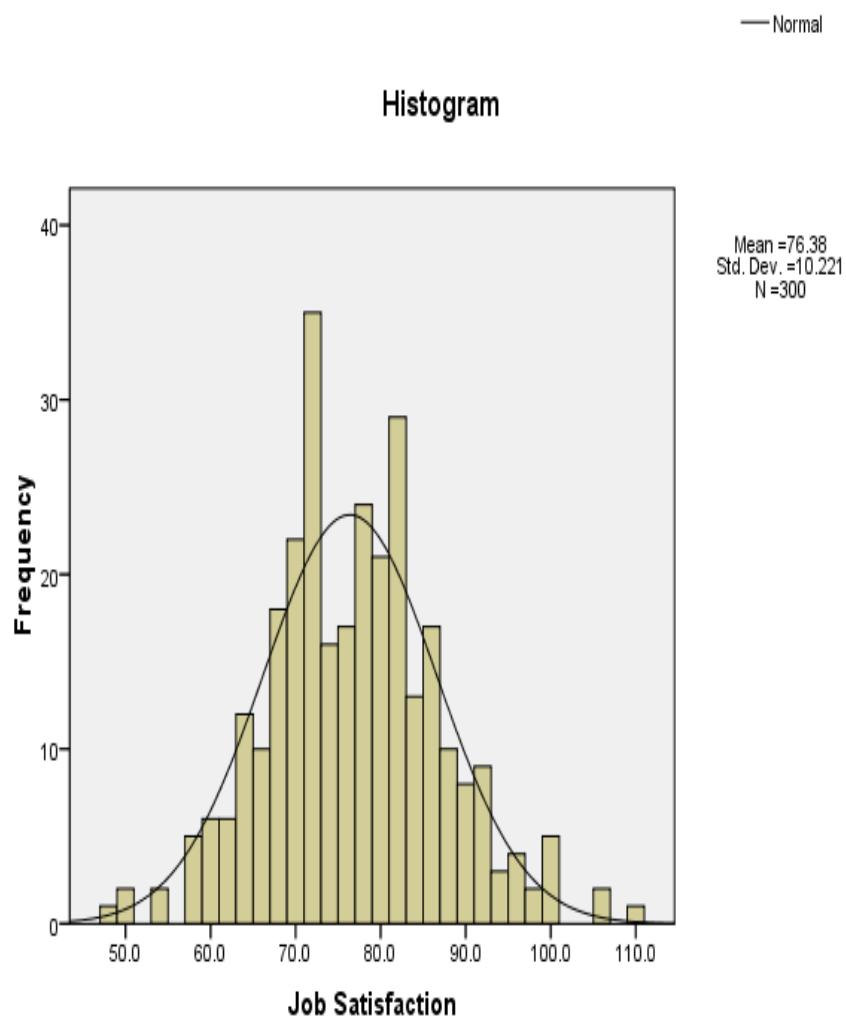
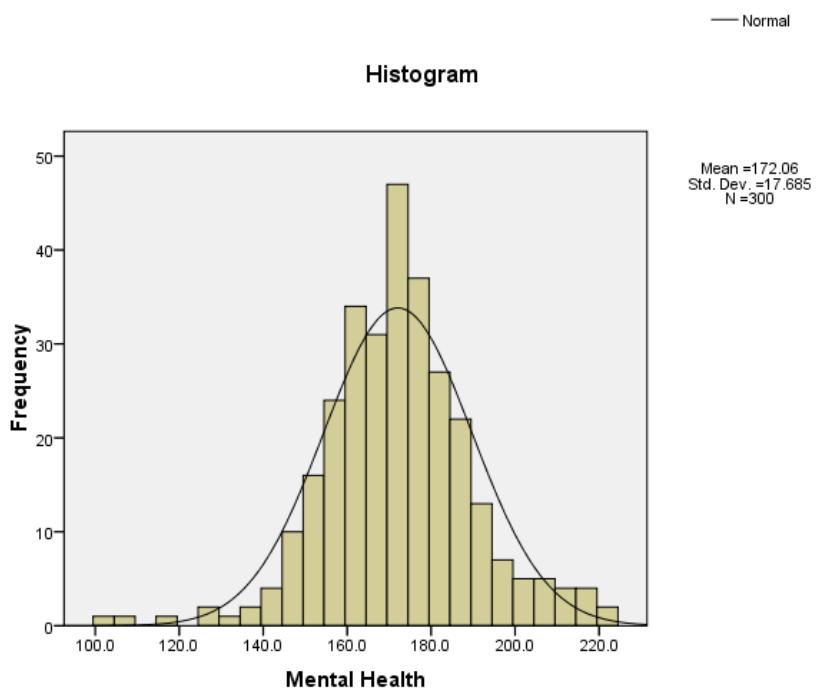


Figure:16
Normal Distribution of Mental Health



4.7 Analysis and Interpretation of Hypotheses Related to Mental Health Scores of College Teachers of Mizoram

Hypothesis 1:

There is no significant difference in the mental health of college teachers of Mizoram.

Table No. 19

Comparison of Mean Scores of Mental Health Scores of College Teachers of Mizoram from Indexed Mental Health Scores

Variable	N	Mean	SD	t-Value	p-value
Mental Health	300	172.063	17.6845	21.609	.000

The above table demonstrates that, p worth is ($p < .05$) not exactly the .05 level of noteworthiness. Subsequently, the null hypothesis is rejected and elective hypothesis is acknowledged. Which, there is a huge distinction in mean scores of mental health of college teachers ($M = 172.06$) and the Indexed Mental health scores ($M = 150$) at .05 level of hugeness, $t (299) = 21.609, p = .000$. Along these lines, it could be presume that this group of college teachers has an essentially higher mean on Mental Health scores than the recorded scores. In this manner, the degree college teachers observed to be all the more mentally healthy in Mizoram.

Hypothesis 2:

There is no significant difference between the mental health of male and female college teachers of Mizoram.

Table No. 20

Gender-wise Comparison of Mental Health of College Teachers of Mizoram

Gender	N	Mean	SD	t-Value	p-value
Male	156	169.76	18.64	-2.363	0.019
Female	144	174.56	16.29		

The above table shows that the acquired p-value for correlation male and female college teachers is ($p < .05$) not exactly the .05 level of hugeness. Subsequently, the null hypothesis is rejected and an alternative hypothesis is acknowledged. Which, means there is a critical contrast between the mental health of male ($M = 169.76$, $SD = 18.64$) and female ($M = 174.56$, $SD = 16.29$) college teachers of Mizoram at .05 level of importance, $t (298) = - 2.363, p = .019$. The mean

scores favor female college teachers. Therefore, the female teachers observed to be all the more mentally healthy contrast with the male teachers in Mizoram state.

Hypothesis 3:

There is no significant difference between the mental health of male and female arts college teachers of Mizoram.

Table No. 21

Gender-wise Comparison of Mental Health of Arts College Teachers of

Mizoram

Arts College Teachers	N	Mean	SD	t-Value	p-value
Male	75	168.7	19.9	-1.596	.113
Female	75	173.3	15.5		

The got p-value for Mental Health scores of female and male teachers of the expressions university of Mizoram is actually ($p>.05$) larger compared to the .05 degree of significance. Henceforth, the null hypothesis is actually recognized and the optional hypothesis is actually rejected. Which, means there's no noteworthy difference between the mental health of male ($M = 168.69$, $SD = 19.87$) and female ($M = 173.33$, $SD = 15.45$) expressions college teachers of Mizoram at .05 amount of significances' (148) = - 1.596,.p =.113.

Hypothesis 4:

There is no significant difference between the mental health of male and female science college teachers of Mizoram.

Table No. 22

Gender-wise Comparison of Mental Health of Science College Teachers of Mizoram

Science College Teachers	N	Mean	SD	t-Value	p-value
Male	59	169.32	19.35	-.859	.392
Female	41	172.54	16.96		

The acquired p value for Mental Health scores of Science college teachers of Mizoram is actually ($p>.05$) much more noteworthy than the .05 degree of significance. For that reason, the null hypothesis is actually recognized and alternate hypothesis is actually rejected. Which, means there's no noteworthy distinctions between the mental health of male ($M = 169.32$, $SD = 19.35$) and female ($M = 172.54$, $SD = 16.96$) science college teachers of Mizoram at .05 amount of significances' (98) = -.859, $p = .392$.

Hypothesis 5:

There is no significant difference between the mental health of male and female commerce college teachers of Mizoram.

Table No. 23**Gender-wise Comparison of Mental Health of Commerce College Teachers of Mizoram**

Science College Teachers	N	Mean	SD	t-Value	p-value
Male	22	174.59	10.44	-1.531	.132
Female	28	180.79	16.55		

The got p value for Mental Health scores of Commerce university teachers of Mizoram is actually ($p>.05$) much more noteworthy compared to the .05 degree of significance. Subsequently, the null hypothesis is actually recognized and alternate hypothesis is actually rejected. Which, means there's no big distinctions between the mental health of male ($M = 174.59$, $SD = 10.44$) and female ($M = 180.79$, $SD = 16.55$) trade college teachers of Mizoram at .05 amount of significance, ' $t (48) = -1.531$, $.p = .132$.

Hypothesis 6:

There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their mental health.

Table No. 24**Mental Health Scores with respect to different Stream of College Teachers of Mizoram**

	Sum of Squares	df	Mean Square	F	p-Value
Between Groups	2165.963	297	1082.982	3.521	.031
Within Groups	91343.833		307.555		
Total	93509.797		299		

The above mentioned ANOVA table demonstrates that the acquired p value is actually ($p < .05$) not really the .05 degree of significance. For that reason, the null hypothesis is actually rejected and alternate hypothesis is actually recognized. Which, there are crucial distinctions between the college coaches of Mizoram having an area with different surges of training of the mental health of theirs at .05 amount of significance, $F(2, 297) = 3.521$; $p < .031$. Accordingly, there's the serious effect of streams on the Mental Health of college coaches of Mizoram. Additionally, several examinations are actually conducted utilizing Post hoc test strategy.

Table No. 25**Post hoc test for Multiple Comparisons of Stream-wise Difference in Mental Health between College Teachers of Mizoram**

(I) Stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.
Art	Science	.3733	2.2640	.985
	Commerce	-7.0467*	2.8638	.038
Science	Art	-0.3733	2.2640	.985
	Commerce	-7.4200*	3.0375	.040
Commerce	Art	7.0467*	2.8638	.038
	Science	7.4200*	3.0375	.040

The multiple correlation table demonstrates that, the acquired p value for distinction in mean scores Mental Health of arts and science college teacher is higher ($p = .985$) than the .05 level of significance. The acquired p-value for distinction in mean scores of Mental Health of arts and commerce college teacher is less ($p = .038$) than the .05 level of significance. The acquired p-value for contrast in mean scores Mental Health science and commerce college teacher is less ($p = .040$) than the .05 level of significance. Consequently, it very well may be the reason that there is no critical contrast exists in the mean scores of Mental Health of arts and science degree college teacher. While huge contrast exists in the mean scores of Mental Health of arts and commerce degree college teachers just as science and commerce degree college teachers.

Hypothesis 7:

There is no significant difference in mental health scores of college teachers of Mizoram with reference to their teaching experience.

Table No. 26

Teaching Experience-wise Comparison of Mental Health Scores of College Teachers of Mizoram

Teaching Experience	N	Mean	SD	t-Value	p-value
Below 10 years	150	170.9	17.1	-1.107	.269
Above 10 years	150	173.2	18.3		

The above-mentioned table shows that the acquired p-value for under ten years or even more ten years teaching experience college teachers is actually ($p>.05$) larger compared to the .05 degree of significance. Henceforth, the null hypothesis is actually recognized and alternate hypothesis is actually rejected. Which, means there's no big difference between the mental health of under ten years teaching experience ($M = 170.93$, $SD = 17.06$) or even more ten years teaching experience ($M = 173.19$, $SD = 18.28$) college teachers of Mizoram at .05 level of significances' (198) = -1.107, $p = .269$.

Hypothesis 8:

There is no significant difference in mental health scores of arts college teachers of Mizoram with reference to their teaching experience.

Table No. 27

Teaching Experience-wise Comparison of Mental Health Scores of Arts College Teachers of Mizoram

Arts College	N	Mean	SD	t-Value	p-value
Below 10 Years Teaching Experience Teachers	71	170.90	17	-.072	.942
Above 10 Years Teaching Experience Teachers	79	171.1	18.7		

The obtained p-value for mean scores of Mental Health under ten years and above ten years teaching experience Arts stream college teachers is actually ($p > .05$) larger compared to the .05 level of significance. Hence, the null hypothesis is actually approved and alternate hypothesis is actually rejected. Which, means there's

no substantial distinction between the mental health of under ten years teaching experience ($M = 170.93$, $SD = 17.03$) and above ten years teaching experience ($M = 171.11$, $SD = 18.74$) arts college teachers of Mizoram at.05 level of significance's (148) = .072, $p = .942$.

Hypothesis 9:

There is no significant difference in mental health scores of science college teachers of Mizoram with reference to their teaching experience.

The obtained p-value for mean scores of Mental Health of under ten years and above ten years teaching experience of science stream degree college teachers is actually ($p < .05$) under the.05 level of significance

Table No. 28

Teaching Experience-wise Comparison of Mental Health Scores of Science College Teachers of Mizoram

Science College Teachers	N	Mean	SD	t-Value	p-value
Below 10 Years Teaching Experience Teachers	39	163.8	17.50		
Above 10 Years Teaching Experience Teachers	61	175.00	17.7	-3.090	.003

Hence, the null hypothesis is actually rejected and alternate hypothesis is actually approved. Which, means there's a tremendous distinction between the mental health of under ten years teaching experience ($M = 163.82$, $SD = 17.50$) and above ten years teaching experience ($M = 175.00$, $SD = 17.74$) science college teachers of Mizoram at.05 level of significance, 't (ninety eight) = 3.090 , $p = .033$. The hostile gain scores favor previously ten years teaching experience teachers.

Therefore, the above ten years' college teachers found to be psychologically balanced compare to the under ten years teaching the experience of science college teachers in Mizoram state.

Hypothesis 10:

There is no significant difference in mental health of commerce college teachers of Mizoram with reference to their teaching experience.

Table No. 29

Teaching Experience-wise Comparison of Mental Health Scores of Commerce College Teachers of Mizoram

Commerce College Teachers	N	Mean	SD	t-Value	p-value
Below 10 Years Teaching Experience Teachers	40	177.9	13.9		
Above 10 Years Teaching Experience Teachers	10	178.60	17.2	-.131	.896

The obtained p-value for mean scores of Mental Health of under ten years and above ten years teaching experience Commerce stream amount college teachers is actually ($p>.05$) larger compared to the .05 level of significance. Hence, the null hypothesis is actually approved and alternate hypothesis is actually rejected. Which, means there's no substantial distinction between the mental health of under ten years teaching experience ($M = 177.92$, $SD = 13.86$) and above ten years teaching experience ($M = 178.60$, $SD = 17.21$) commerce college teachers of Mizoram at .05 level of significance, ' t (forty eight) = 1.131, $p = .896$.

4.8 Analysis and Interpretation of Hypotheses Related to Job Satisfaction of College Teachers of Mizoram

Hypothesis 11:

There is no significant difference in the job satisfaction of college teachers of Mizoram.

Table No. 30

Job Satisfaction of College Teachers of Mizoram

Variable	N	Mean	SD	t-Value	p-value
Mental Health	300	76.38	10.221	-9.518	.000

The above table demonstrates that, they got p value is ($p < .05$) not exactly the .05 level of significance. Consequently, the null hypothesis is rejected and alternative hypothesis is acknowledged. Which, there is a noteworthy distinction in mean scores of job satisfaction scores of college teachers ($M = 76.38$) and the Indexed Mental health scores ($M = 72$) at .05 level of significance, $t(299) = -9.518$, $p = .000$. Thus, it could be conclude that this group of college teachers has a significantly higher mean on Job Satisfaction scores than the indexed scores. Therefore, the degree college teachers of Mizoram found to be higher job satisfaction.

Hypothesis 12:

There is no significant difference between the Job Satisfaction of male and female college teachers of Mizoram.

Table No. 31

Gender-wise Comparison of Job Satisfaction Scores of College Teachers of Mizoram

Gender	N	Mean	SD	t-Value	p-value
Male	156	76.15	9.84	-.415	.678
Female	144	76.64	10.65		

The above-mentioned table suggests that the received p-value male, as well as female teachers of university, is actually ($p>.05$) greater compared to the .05 level of significance. Hence, the null hypothesis is actually approved and alternate hypothesis is actually rejected. Which, means there's no substantial distinction between the Job Satisfaction of male ($M = 76.15$, $SD = 9.84$) and female ($M = 76.64$, $SD = 10.65$) college teachers of Mizoram at .05 level of significance, $t(298) = 415$, $p = .678$.

Hypothesis 13:*There is no significant difference between the Job Satisfaction of male and female arts college teachers of Mizoram.*

Table No. 32

Gender-wise Comparison of Job Satisfaction Scores of Arts College Teachers of Mizoram

Arts College Teachers Gender	N	Mean	SD	t-Value	p-value
Male	75	75.00	8.66	-1.449	.149
Female	75	77.23	10.10		

The acquired p value for Job Satisfaction scores of arts college teachers of Mizoram state is ($p > .05$) higher than the .05 level of significance. Subsequently, the null hypothesis is acknowledged and alternative hypothesis is rejected. Which, means there is no critical distinction between the mental health of male ($M = 75.00$, $SD = 8.66$) and female ($M = 77.23$, $SD = 10.10$) college teachers of Mizoram at .05 level of significance, $t(148) = -1.449$, $.p = .149$.

Hypothesis 14:

There is no significant difference between the Job Satisfaction of male and female science college teachers of Mizoram.

Table No. 33

Gender-wise Comparison of Job Satisfaction Scores of Science College Teachers of Mizoram

Arts College Teachers	N	Mean	SD	t-Value	p-value
Male	59	79.17	9.72	1.037	.302
Female	41	76.98	11.3		

The got p-value for Job Satisfaction scores of female and male Science college teachers of Mizoram express is actually ($p > .05$) not really the .05 level of significance. Subsequently, the null hypothesis is actually recognized and alternate hypothesis is actually rejected. Which, means there's no substantial distinction between the Job Satisfaction scores of male ($M = 79.17$, $SD = 9.72$) and female ($M = 76.98$, $SD = 11.34$) science college teachers of Mizoram at .05 level of significance, 't (ninety eight) = 1.307, $.p = .302$.

Hypothesis 15:

There is no significant difference between the Job Satisfaction of male and female commerce college teachers of Mizoram.

Table No. 34

Gender-wise Comparison of Job Satisfaction Scores of Commerce College Teachers of Mizoram

Arts College Teachers	N	Mean	SD	t-Value	p-value
Male	22	71.96	11.9	-.800	.428
Female	28	74.57	11.2		

The obtained p-value for Job Satisfaction scores of female and male commerce college teachers of Mizoram express is actually ($p>.05$) greater compared to the .05 level of significance. Hence, the null hypothesis is actually approved and alternate hypothesis is actually rejected. Which, means there's no substantial distinction between the Job Satisfaction scores of male ($M = 71.96$, $SD = 11.87$) and female ($M = 74.57$, $SD = 11.17$) commerce college teachers of Mizoram at .05 level of significance't (forty eight) = .800, $p = .428$.

Hypothesis 16:

There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their Job Satisfaction.

Table No. 35

Mental Health Scores with respect to different Stream of College Teachers of Mizoram

	Sum of Squares	Df	Mean Square	F	p Value
Between Groups	805.953	2	402.977	3.93	0.021
Within Groups	30432.963	297	102.468		
Total	31238.917	299			

The above mentioned ANOVA table shows that they have p-value is actually ($p < .05$) not really the .05 level of significance. Henceforth, the null hypothesis is actually rejected and alternate hypothesis is actually recognized. Which, there's a noteworthy distinction between the college coaches of Mizoram having an area with different floods of training of the Job Satisfaction of theirs at .05 level of significance $F(2, 297) = 3.933$; $p < .021$. Therefore there's considerable influence of streams on the Job Satisfaction of degree university teachers of Mizoram state. Additional several comparisons are conducted by using the Post hoc test procedure.

Table No. 36

Post hoc test for Multiple Comparisons of Stream-wise difference in Mental Health between College Teachers of Mizoram

(I) Stream	(J) Stream	Mean Difference (I-J)	Std. Error	Sig.
Art	Science	-2.1567	1.3068	.226
	Commerce	2.6933	1.6530	.235
Science	Art	2.1567	1.3068	.226
	Commerce	4.8500*	1.7533	.017
Commerce	Art	-2.6933	1.6530	.235
	Science	-4.8500*	1.7533	.017

The above several comparison tables suggest that the obtained p-value for distinction in mean scores Job Satisfaction of arts as well as science college mentor is actually greater ($p = .226$) as opposed to the .05 level of significance. The obtained p-value for distinction in mean scores Job Satisfaction of arts as well as commerce college mentor is actually greater ($p = .235$) as opposed to the .05 level of significance. The obtained p-value for distinction in mean scores Job Satisfaction of science as well as commerce college mentor is less ($p = .017$) as opposed to the .05 level of significance. Hence, it could be concluded that there's no great difference occur in the mean scores of Job Satisfaction of science and arts in addition to arts as well as Commerce College mentor. Whereas variation that is substantial occur in the mean scores of Job Satisfaction science as well as commerce amount college teachers in Mizoram state.

Hypothesis 17:

There is no significant difference in Job Satisfaction scores of college teachers of Mizoram with reference to their teaching experience.

Table No. 37
Teaching Experience-wise Comparison of Mental Health Scores of College Teachers of Mizoram

Teaching Experience	N	Mean	SD	t-Value	p-value
Below 10 years	150	73.15	10.16	-5.760	.000
Above 10 years	150	79.61	9.24		

The above-mentioned table suggests that the obtained p-value for under ten years and above ten years teaching experience Job Satisfaction scores of College

teachers is actually ($p <.05$) under the.05 level of significance. Hence, the null hypothesis is actually rejected and alternate hypothesis is actually approved. Which, means there's a tremendous distinction between the Job Satisfaction scores of under ten years teaching experience($M = 73.15$, $SD = 10.16$) and above ten years teaching experience($M = 79.61$, $SD = 9.24$) college teachers of Mizoram at.05 level of significance, ' $t (198) = 5.760$, $p =.000$. The hostile gain scores favors previously ten years teaching experience teachers. Therefore, the above ten years college teachers found to be a lot more satisfied in their job compared to the under ten years of teaching experience college teachers in Mizoram state.

Hypothesis 18:

There is no significant difference in Job Satisfaction scores of arts college teachers of Mizoram with reference to their teaching experience.

Table No. 38

Teaching Experience-wise Comparison of Mental Health Scores of Arts College Teachers of Mizoram

Arts College Teachers	N	Mean	SD	t-Value	p-value
Below 10 Years' Experience Teachers	71	73.41	10.05	-3.455	.001
Above 10 years' Experience Teachers	79	78.54	8.19		

The obtained p-value for Job satisfaction scores of under ten years and above ten years teaching experience arts stream college teachers is actually ($p <.05$) under the.05 level of significance. Hence, the null hypothesis is actually rejected and alternate hypothesis is actually approved. Which, means there's a tremendous

distinction between the Job satisfaction scores of under ten years teaching experience($M = 73.41$, $SD = 10.05$) and above ten years teaching experience($M = 78.54$, $SD = 8.19$) arts college teachers of Mizoram at.05 level of significance, ' $t(148) = 3.455$, $p = .001$.The mean gain scores favors previously ten years teaching experience teachers. Therefore, the above ten years college teachers found to be a lot more satisfied in their job compared to the under ten years teaching experience arts college teachers in Mizoram.

Hypothesis 19:

There is no significant difference in Job Satisfaction scores of science college teachers of Mizoram with reference to their teaching experience.

Table No. 39

Teaching Experience-wise Comparison of Mental Health Scores of Science College Teachers of Mizoram

Science College Teachers	N	Mean	SD	t-Value	p-value
Below 10 Years' Experience Teachers	39	73.77	8.45	-3.667	.000
Above 10 years' Experience Teachers	61	81.15	10.58		

The obtained p-value for Job Satisfaction scores of under ten years and above ten years teaching experience science stream college teachers is actually ($p < .05$) under the.05 level of significance. Hence, the null hypothesis is actually rejected and alternate hypothesis is actually approved. Which, means there's a tremendous distinction between the Job Satisfaction scores of under ten years teaching

experience ($M = 73.77$, $SD = 8.45$) and previously ten years teaching experience ($M = 81.15$, $SD = 10.58$) science college teachers of Mizoram at.05 level of significance, ' t (ninety eight) = -3.667 , $p = .000$. The hostile gain scores favor previously ten years teaching experience teachers. Therefore, the above ten years' college teachers found to be a lot more satisfied in their job compared to the under ten years teaching experience science college teachers of Mizoram.

Hypothesis 20:

There is no significant difference in Job Satisfaction scores of commerce college teachers of Mizoram with reference to their teaching experience.

Table No. 40

Teaching Experience-wise Comparison of Mental Health Scores of Science College Teachers of Mizoram

Arts Commerce Teachers	N	Mean	SD	t-Value	p-value
Below 10 Years' Experience Teachers	40	72.10	11.92		
Above 10 years' Experience Teachers	10	78.70	7.59	-1.661	.103

The obtained p value for Job Satisfaction scores of under ten years and above ten years teaching experience commerce stream college teachers is actually ($p > .05$) larger compared to the.05 level of significance. Hence, the null hypothesis is actually approved and alternate hypothesis is actually rejected. Which, means there's no substantial distinction between the Job Satisfaction scores of under ten years teaching experience ($M = 72.10$, $SD = 11.92$) and above ten years teaching experience ($M = 78.70$, $SD = 7.59$) commerce college teachers of Mizoram at.05 level of significance, ' t (forty eight) = 1.661 , $p = .103$.

4.9 Analysis and Interpretation of Hypotheses Related to Correlation between Mental Health and Job Satisfaction of College Teachers of Mizoram

Hypothesis 21:

There is no significant relationship between the mental health and job satisfaction of college teachers of Mizoram.

Table No. 41

Correlation between Mental Health and Job Satisfaction of College Teachers of Mizoram

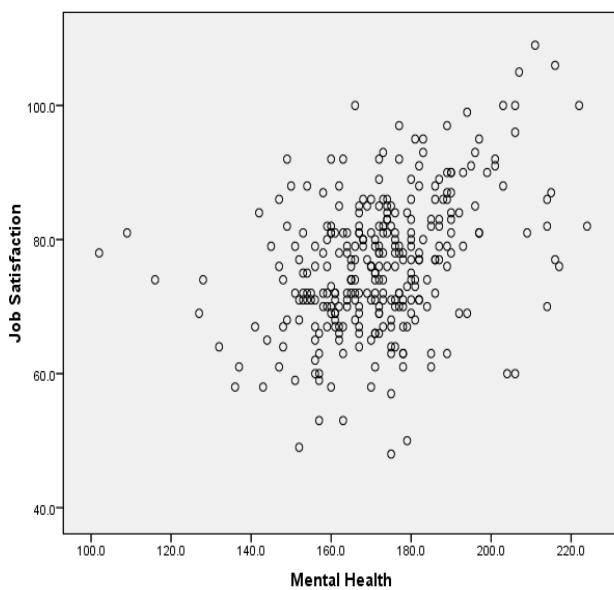
Variables		Mental Health	Job Satisfaction
Mental Health	Pearson Correlation	1	.394 **
	Sig. (2-tailed)		.000
	N	300	300
Job Satisfaction	Pearson Correlation	.394 **	1
	Sig. (2-tailed)	.000	
	N	300	300

The above-mentioned table suggests that, Pearson's correlation coefficient $r = .394$ as well as $p = .000$ for connection between the mental health as well as job satisfaction scores of college coaches of Mizoram. As $p < .05$, what this means is that there's a considerable correlation between the mental health as well as job satisfaction scores of college coaches of Mizoram at .05 level of significance, $r = .394$, $N=300$, $p = .000$. The power of the association suggests that Mental Health, as well as Jobs Satisfaction, have a statistically significant with perfect linear relationship. The

guidance of the connection is actually good, which means that Mental Health and Job Satisfaction are likely to increase collectively. The magnitude or even power of the association is roughly moderate.

Figure: 17

Scatter Plot Showing the Significant Positive Liner Correlation between Job Satisfaction and Mental Health of College Teachers of Mizoram



Hypothesis 22:

There is no significant relationship between the mental health and job satisfaction of arts college teachers of Mizoram.

Table No. 42

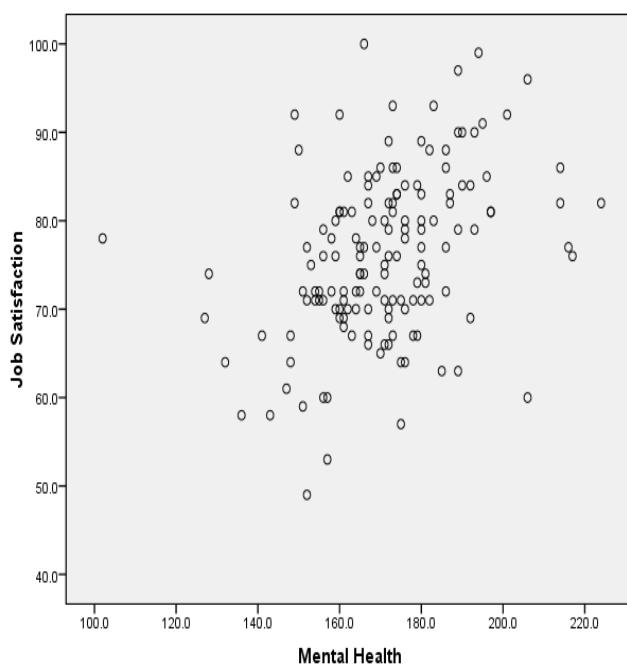
Correlation between Mental Health and Job Satisfaction of Arts College Teachers of Mizoram

Variables		Mental Health	Job Satisfaction
Mental Health	Pearson Correlation	1	.373**
	Sig. (2-tailed)		.000
	N	150	150
Job Satisfaction	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.000	
	N	150	150

The above-mentioned table suggests that, Pearson's correlation coefficient $r = .373$ as well as $p = .000$ for connection between the mental health as well as job satisfaction scores of art university instructors of Mizoram. As $p < .05$, what this means is that there's a considerable correlation between the mental health as well as job satisfaction scores of arts university teachers of Mizoram at .05 level of significance, $r = .373$, $N=150$, $p = .000$. The power of the association suggests that Mental Health, as well as Jobs Satisfaction of arts university teachers, have statistically significant with best linear relationship. The guidance of the connection is actually good, which means that Mental Health and Job Satisfaction of arts university teachers are likely to increase collectively. The magnitude or even power of the association is roughly moderate.

Figure: 18

Scatter Plot Showing the Significant Positive Liner Correlation between Job Satisfaction and Mental Health of Arts College Teachers of Mizoram



Hypothesis 23:

There is no significant relationship between the mental health and job satisfaction of science college teachers of Mizoram.

Table No. 43

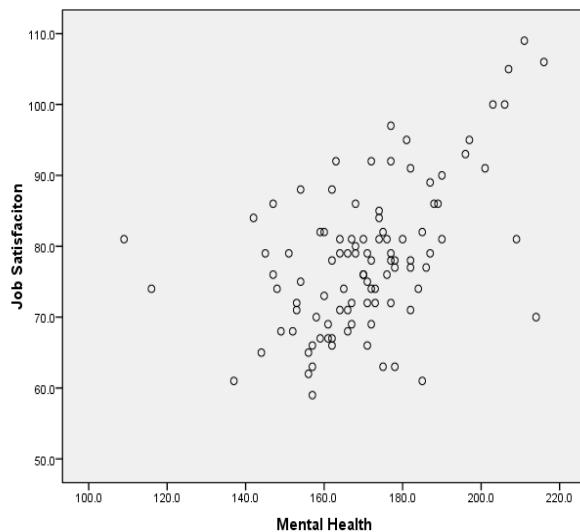
Correlation between Mental Health and Job Satisfaction of Science College Teachers of Mizoram

Variables		Mental Health	Job Satisfaction
Mental Health	Pearson Correlation	1	.505**
	Sig. (2-tailed)		.000
	N	100	100
Job Satisfaction	Pearson Correlation	.505**	1
	Sig. (2-tailed)	.000	
	N	100	100

The above-mentioned table suggests that, Pearson's correlation coefficient $r = .505$ as well as $p = .000$ for connection between the mental health as well as job satisfaction scores of science college instructors of Mizoram. As $p < .05$, what this means is that there's a tremendous correlation between the mental health as well as job satisfaction scores of science college teachers of Mizoram at .05 level of significance, $r = .505$, $N = 100$, $p = .000$. The power of the association suggests that Mental Health, as well as Jobs Satisfaction of science college teachers, have statistically significant with the best linear relationship. The guidance of the connection is actually good, which means that Mental Health and Job Satisfaction of science college teachers are likely to increase collectively. The magnitude or even power of the association is roughly strong.

Figure: 19

Scatter Plot Showing the Significant Positive Liner Correlation between Job Satisfaction and Mental Health of Science College Teachers of Mizoram



Hypothesis 24:

There is no significant relationship between the mental health and job satisfaction of commerce college teachers of Mizoram.

Table No. 44

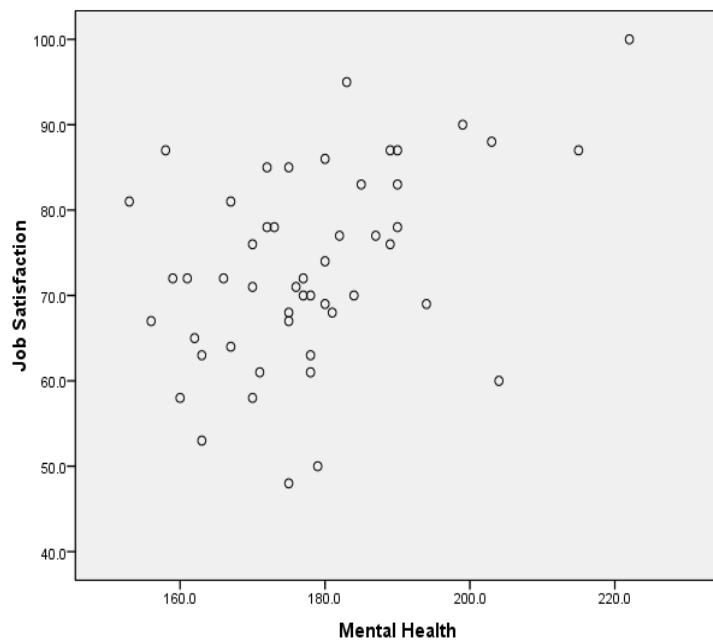
Correlation between Mental Health and Job Satisfaction of Commerce College Teachers of Mizoram

Variables		Mental Health	Job Satisfaction
Mental Health	Pearson Correlation	1	.430 **
	Sig. (2-tailed)		.002
	N	50	50
Job Satisfaction	Pearson Correlation	.430 **	1
	Sig. (2-tailed)	.002	
	N	50	50

The above-mentioned table suggests that the Pearson's correlation coefficient $r = .430$ as well as $p = .000$ for connection between the mental health as well as job satisfaction scores of commerce university instructors of Mizoram. As $p < .05$, what this means is that there's a considerable correlation between the mental health as well as job satisfaction scores of commerce university teachers of Mizoram at .05 level of significance, $r = .430$, $N=50$, $p = .000$. The power of the association suggests that Mental Health, as well as Jobs Satisfaction of commerce university teachers, have statistically significant best linear relationship. The guidance of the connection is actually good, which means that Mental Health and Job Satisfaction of commerce university teachers seem to increase collectively. The magnitude or even power of the association is roughly moderate.

Figure: 20

Scatter Plot Showing the Significant Positive Liner Correlation between Job Satisfaction and Mental Health of Commerce College Teachers of Mizoram



4.9.1 Analysis and Interpretation of Relation between Mental Health and Job Satisfaction of College Teachers of Mizoram based on GeneralLinear Regression Model

Hypothesis 25:

Job Satisfaction is not a significant predictor of Mental Health Scores of degree college teachers of Mizoram.

Table No. 45

Model Summary Showing the Correlation Coefficient for Job Satisfaction and Mental Health Scores of College Teachers of Mizoram

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.394 ^a	.156	.153	16.2779
a. Predictors: (Constant), Job Satisfaction				
b. Dependent Variable: Mental Health				

From the above table it is seen that Correlation Coefficient, R is .394, it means correlation is positive. R-squared is a goodness-of-fit measure for linear regression models Here $R^2 = .156$, which indicate that 15.6% of variance in Mental Health is explain by Job satisfaction. Thus, positive correlation between Job Satisfaction and Mental Health

Table No. 46**ANOVA Summary Showing Significance of Regression for College Teachers of Mizoram**

<i>Model</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	14548.766	1	14548.766	54.907	.000 ^a
Residual	78961.031	298	264.970		
Total	93509.797	299			
Predictors: (Constant), Job Satisfaction					
Dependent Variable: Mental Health					

From the above ANOVA table, it is seen that got p value is ($p < .05$) not exactly the .01 level of significance. Subsequently, relapse model factually huge at .05 level of significance, $F(1, 298) = 54.907$, $p < .000$. Which demonstrate that Job Satisfaction likewise clarify a huge extent of change in Mental Health mean scores.

Table No. 47
Coefficient of Regression Equation Resulting from Linear Regression Analysis for College Teachers of Mizoram

Model	Unstandardized Coefficients		Beta	t	Sig.	95% CI for B	
	B	Std. Error				LB	UB
(Constant)	119.94	7.097		16.9	.000	6.31	15.38
Job Satisfaction	.682	.092	.394	7.410	.000	.048	.278
Dependent Variable: Mental Health							

The above linear regression coefficient table suggests that both intercept (constant), as well as slope (Job Satisfaction), are actually important at.01 level of significance, =.394, p=.000,'t' =.7.410, with the intercept estimation 119.936 and the slope appraisal.638. It means, Job Satisfaction clearly supports the expansion in Mental Health mean and Job Satisfaction predicts the Mental Health of university coaches (y). Thus, the regression equation for predicitng Mental Health from Job Satisfaction is

$$\text{Mental Health (Y)} = 119.936 + .682 \text{ (Job Satisfaction)}$$

The results indicate that with 95% of confident that the slope of the true regression line is somewhere between .048 and .278. Residual check of linear regression analysis presented in histogram, P-P plot and scatter plot.

Figure: 21

Histogram of Residuals from a Linear Regression Analysis of Variables Job Satisfaction and Mental Health Scores of College Teachers of Mizoram

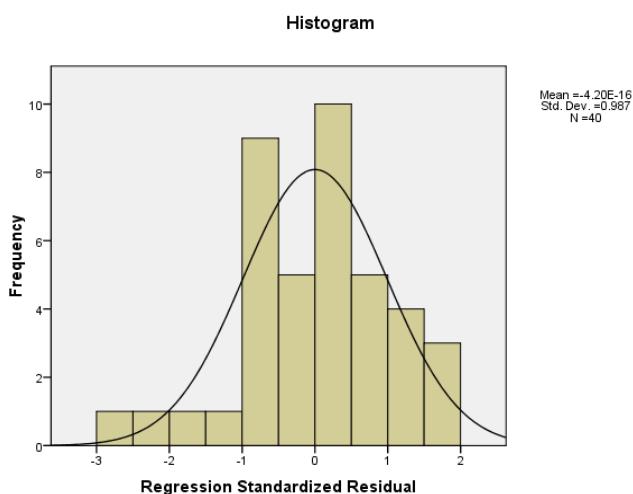
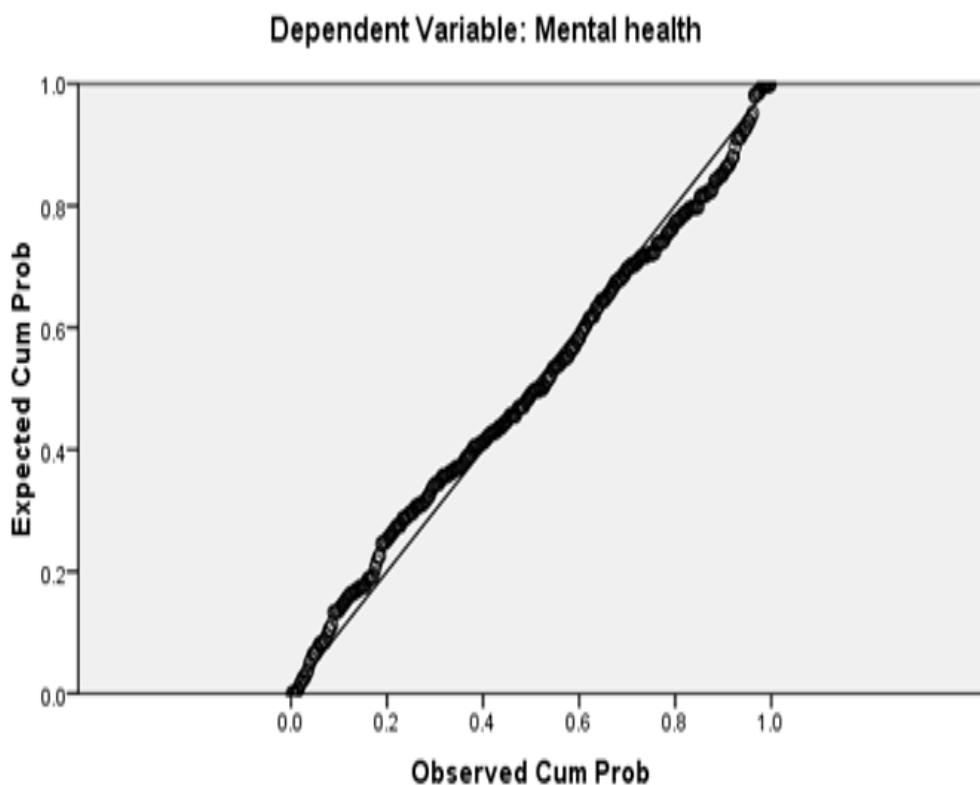


Figure: 22

**Normal P-P Plot of Regression Standardized Residuals from Linear Regression
Analysis of Variables of Job Satisfaction and Mental Health of College Teachers
of Mizoram**

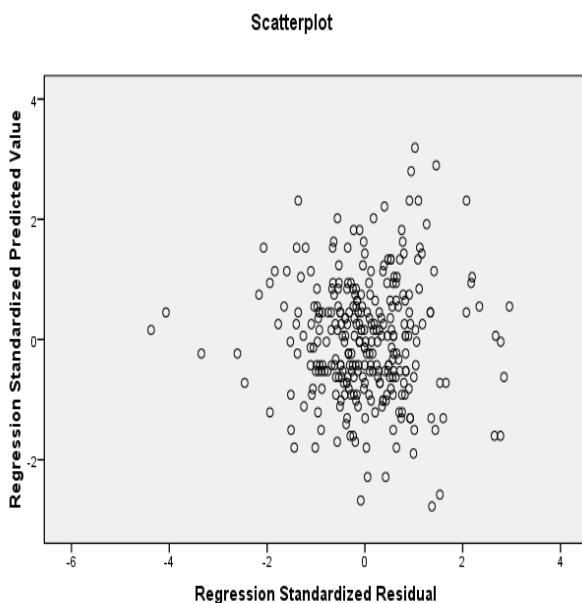
Normal P-P Plot of Regression Standardized Residual



P-P plot appeared in the above shows that the focuses following the straight line. It demonstrates that the data is typically appropriated data. In this way, relapse analysis might be utilized to anticipate the Job Mental Health dependent on Job Satisfaction.

Figure: 23

Scatter Plot Showing the Residuals vs. Predicted Values for a Linear Regression Analysis is of Variables of Job Satisfaction and Mental Health Scores of College Teachers of Mizoram



Hypothesis 26:

Job Satisfaction is not a significant predictor of Mental Health Scores of arts degree college teachers of Mizoram.

Table No. 48

Correlation Coefficient for Job Satisfaction and Mental Health Scores of Arts College Teachers of Mizoram

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373 ^a	.139	.133	16.6604

a. Predictors: (Constant), Job Satisfaction

b. Dependent Variable: Mental Health

From the above table it is seen that Correlation Coefficient, R is .373, it means correlation is positive. $R^2 = .139$, which indicate that 13.9% of variance Mental Health is explain by Job satisfaction. Thus, there is positive correlation between Job Satisfaction and Mental Health of arts degree college teachers.

Table No. 49

ANOVA Summary Showing Significance of Regression for arts College Teachers of Mizoram

<i>Model</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	6621.900	1	6621.900	23.86	.000 ^a
Residual	41080.07	148	277.568		
Total	47701.97	149			
Predictors: (Constant), Job Satisfaction					
Dependent Variable: Mental Health					

From the above ANOVA table, it is seen that got p value is ($p < .05$) not exactly the .05 level of significance. Subsequently, relapse model measurably critical at .05 level of significance (1, 148) = 23.857, $p < .000$. Which demonstrate that Job Satisfaction additionally clarify a critical proportion of variance in Mental Health mean scores.

Table No. 50
Coefficient of Regression Equation Resulting from Linear Regression Analysis
for Arts College Teachers of Mizoram

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95% CI for B	
	B	Std. Error				LB	UB
(Constant)	117.29	11.084		10.58	.000	95.38	139.19
Job Satisfaction	.706	.145	.373	4.884	.000	.420	.991
Dependent Variable: Mental Health							

The above linear regression coefficient table show that both capture (consistent) and slope (Job Satisfaction) are noteworthy at .05 level of significance, t = 4.884, p=.000, β =.373, with the block gauge 117.285 and the slope gauge .706. It means, the Job Satisfaction strongly bolsters the expansion in Mental Health mean score and Job Satisfaction predicts the Mental Health of college teachers (y). Hence, regression equation for predicing Mental Health from Job Satisfaction is

$$\text{Mental Health (Y)} = 117.285 + .706 \text{ (Job Satisfaction)}$$

The outcomes demonstrate that with 95% of sure that the slope of the genuine regression line is in the vicinity .420 and .991. Leftover check of linear regression analysis displayed in histogram, P-P plot and scatterplot.

Figure: 24

Histogram of Residuals from a Linear Regression Analysis of Variables Job Satisfaction and Mental Health Scores of Arts College Teachers of Mizoram.

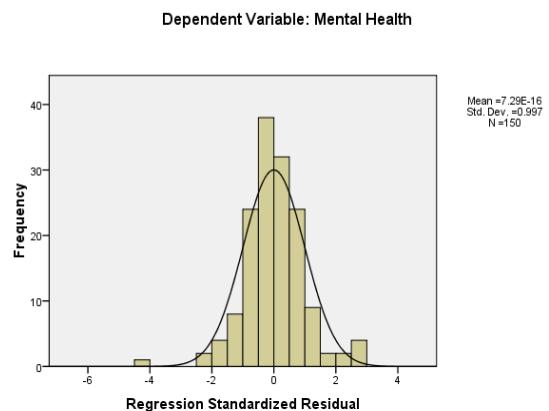
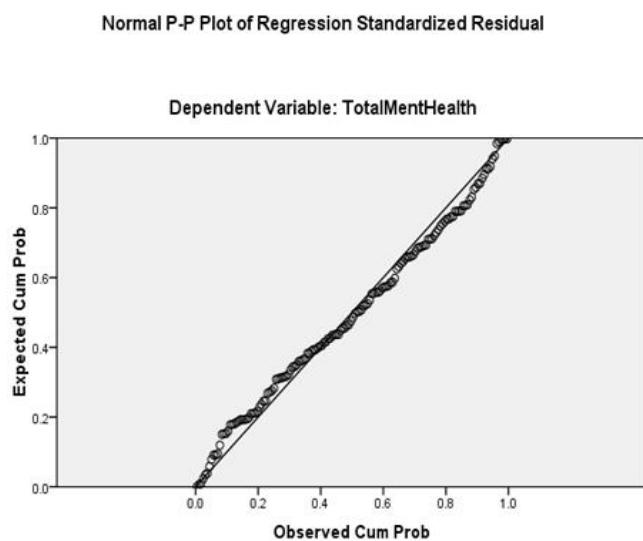


Figure: 25

Normal P-P Plot of Regression Standardized Residuals from Linear Regression Analysis of Variables of Job Satisfaction and Mental Health of Arts College Teachers of Mizoram

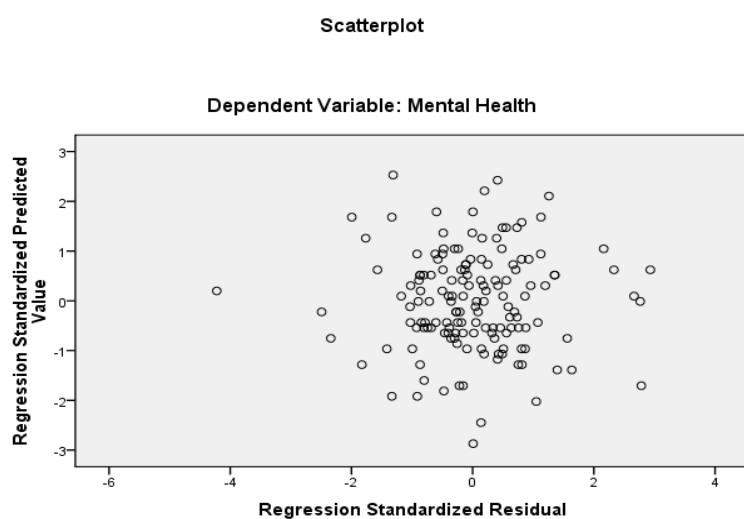


P-P plot appeared in the above obvious that the focuses following the straight line. It demonstrates that the data is ordinarily disseminated data. Hence, regression

analysis might be utilized to anticipate the Job Mental Health dependent on Job Satisfaction of arts degree college teachers.

Figure: 26

Scatter Plot Showing the Residuals vs. Predicted Values for a Linear Regression Analysis is of Variables of Job Satisfaction and Mental Health Scores of Arts Degree College Teachers of Mizoram



Hypothesis 27:

Job Satisfaction is not a significant predictor of Mental Health Scores of science degree college teachers of Mizoram.

Table No. 51

Model Summary Showing the Correlation Coefficient for Job Satisfaction and Mental Health Scores of Science College Teachers of Mizoram

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505 ^a	.255	.248	15.9500
a. Predictors: (Constant), Job Satisfaction				
b. Dependent Variable: Mental Health				

From the above table it is seen that Correlation Coefficient, R is .505, it means correlation is positive. $R^2 = .255$, which indicate that 25.5% of variance Mental Health is explain by Job satisfaction. Thus, there is positive correlation between Job Satisfaction and Mental Health of science degree college teacher.

Table No. 52

ANOVA Summary Showing Significance of Regression for Science College Teachers of Mizoram

<i>Model</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	8549.605	1	8549.605	33.607	.000 ^a
Residual	24931.435	98	254.402		
Total	33481.040	99			
Predictors: (Constant), Job Satisfaction					
Dependent Variable: Mental Health					

From the above ANOVA table, it is seen that got p value is ($p < .05$) not exactly the .05 level of significance. Thus, regression model measurably critical at .05 level of significance, $F(1, 98) = 33.607$, $p < .000$. Which demonstrate that Job Satisfaction likewise clarify a huge proportion of variance in Mental Health mean scores.

Table No. 53
Coefficient of Regression Equation Resulting from Linear Regression Analysis
for Science College Teachers of Mizoram

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% CI for B	
	B	Std. Error	Beta			LB	UB
(Constant)	100.78	12.16		8.290	.000	76.66	124.9
Job Satisfaction	.893	.154	0.505	5.8	.000	.587	1.198
Dependent Variable: Mental Health							

The above linear regression coefficient table show that both block (steady) and slope (Job Satisfaction) are huge at .05 level of significance, $t = 5.797$, $p=.000$, $\beta = .505$, with the catch gauge 100.779 and the slope gauge .893. It means, the Job Satisfaction strongly bolsters the expansion in Mental Health mean score and Job Satisfaction predicts the Mental Health of college teachers (y). In this way, regression equation for predicing Mental Health from Job Satisfaction is

$$\text{Mental Health (Y)} = 100.779 + .893 \text{ (Job Satisfaction)}$$

The outcomes demonstrate that with 95% of sure that the slope of the genuine regression line is in the vicinity .587 and 1.198. Leftover check of linear regression analysis displayed in histogram, P-P plot and scatterplot.

Figure: 27

Histogram of Residuals from a Linear Regression Analysis of Variables Job Satisfaction and Mental Health Scores of Science College Teachers of Mizoram

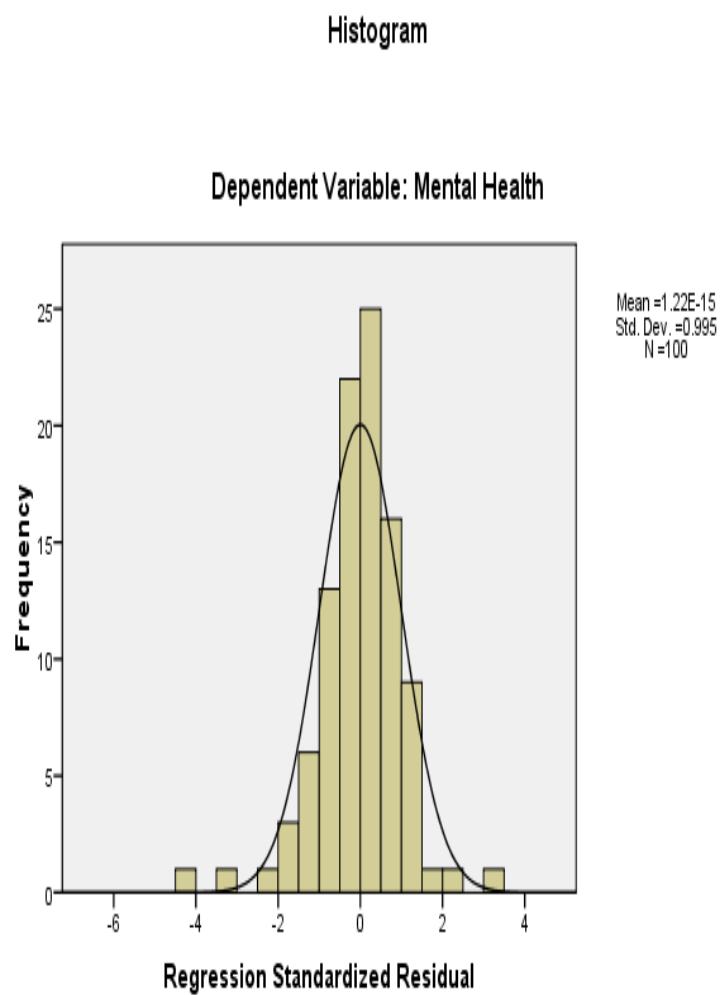
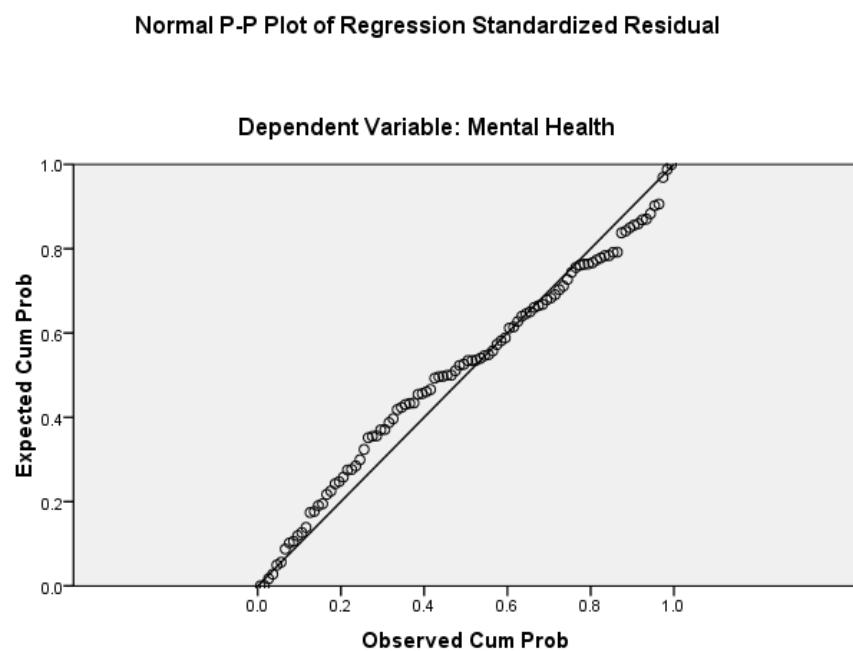


Figure: 28

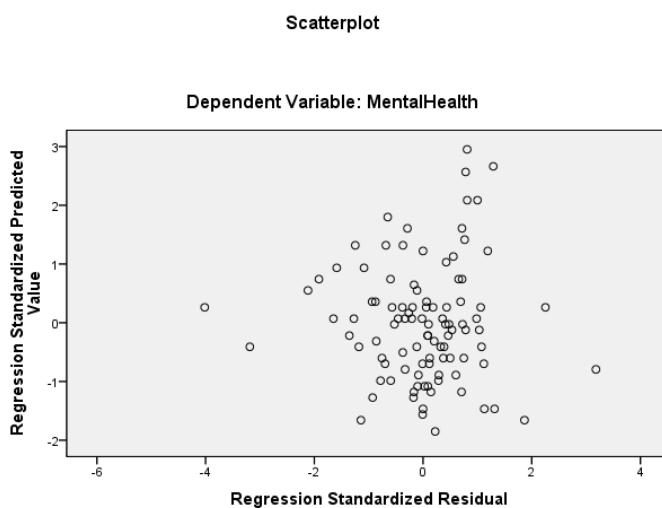
Normal P-P Plot of Regression Standardized Residuals from Linear Regression Analysis of Variables of Job Satisfaction and Mental Health of Science College Teachers of Mizoram



P-P plot appeared in the above obvious that the focuses following the straight line. It shows that the data is ordinarily disseminated data. Along these lines, regression analysis might be utilized to anticipate the Job Mental Health dependent on Job Satisfaction of arts degree college teachers.

Figure: 29

Scatter Plot Showing the Residuals vs. Predicted Values for a Linear Regression Analysis is of Variables of Job Satisfaction and Mental Health Scores of Science Degree College Teachers of Mizoram



Hypothesis 28:

Job Satisfaction is not a significant predictor of Mental Health Scores of commerce degree college teachers of Mizoram.

Table No. 54

Model Summary Showing the Correlation Coefficient for Job Satisfaction and Mental Health Scores of Commerce College Teachers of Mizoram

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430 ^a	.185	.168	13.1331
a. Predictors: (Constant), Job Satisfaction				
b. Dependent Variable: Mental Health				

From the above table it is seen that Correlation Coefficient, R is .430, it means correlation is positive. $R^2 = .185$, which indicate that 18.5% of variance Mental Health is explain by Job satisfaction. Thus, there is positive correlation between Job Satisfaction and Mental Health of commerce degree college teachers.

Table No. 55

ANOVA Summary Showing Significance of Regression for Commerce College Teachers of Mizoram

<i>Model</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	1881.867	1	1881.87	10.91	.002 ^a
Residual	8278.953	48	172.478		
Total	10160.820	49			
Predictors: (Constant), Job Satisfaction					
Dependent Variable: Mental Health					

From the above ANOVA table, it is seen that got p value is ($p < .05$) not exactly the .05 level of significance. Subsequently, regression model measurably significant at .05 level of significance, $F(1, 48) = 10.911$, $p < .002$. Which show that Job Satisfaction additionally clarifies a significant proportion of variance in Mental Health mean scores.

Table No. 56
Coefficient of Regression Equation Resulting from Linear Regression Analysis
for Commerce College Teachers of Mizoram

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% CI for B	
	B	Std. Error	Beta			LB	UB
(Constant)	138.29	12.18		11.350	.000	113.79	162.78
Job Satisfaction	.542	.164	.430	3.303	.002	.212	.872
Dependent Variable: Mental Health							

The above linear regression coefficient table demonstrate that both block (consistent) and slope (Job Satisfaction) are significant at .05 level of significance, $t = 3.303$, $p=.000$, $\beta = .430$, with the catch gauge 138.285 and the slope gauge .542. It means, the Job Satisfaction strongly underpins the expansion in Mental Health mean score and Job Satisfaction predicts the Mental Health of college teachers (y). Hence, regression equation for predicing Mental Health from Job Satisfaction is

$$\text{Mental Health (Y)} = 138.285 + .542 \text{ (Job Satisfaction)}$$

The outcomes demonstrate that with 95% of certain that the slope of the genuine regression line is in the vicinity .212 and .872. Leftover check of linear regression analysis displayed in histogram, P-P plot and scatterplot.

Figure: 30

Histogram of Residuals from a Linear Regression Analysis of Variables Job Satisfaction and Mental Health Scores of Commerce College Teachers of Mizoram

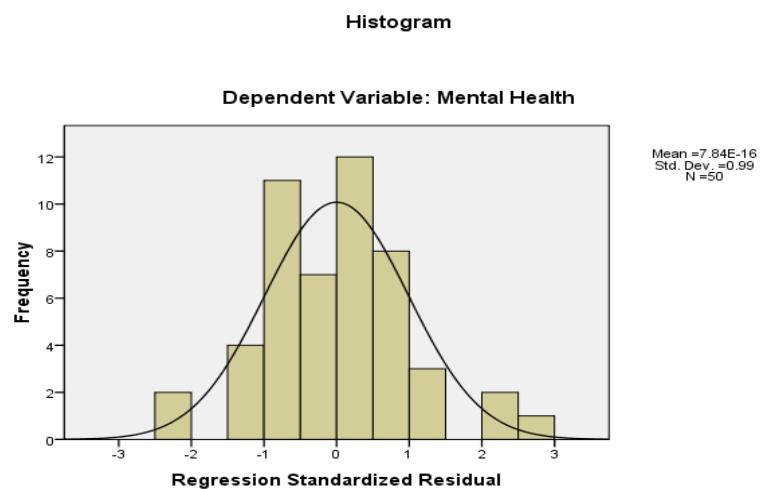
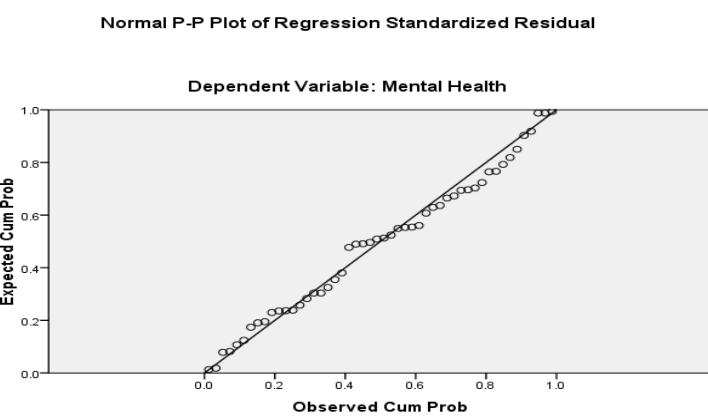


Figure: 31

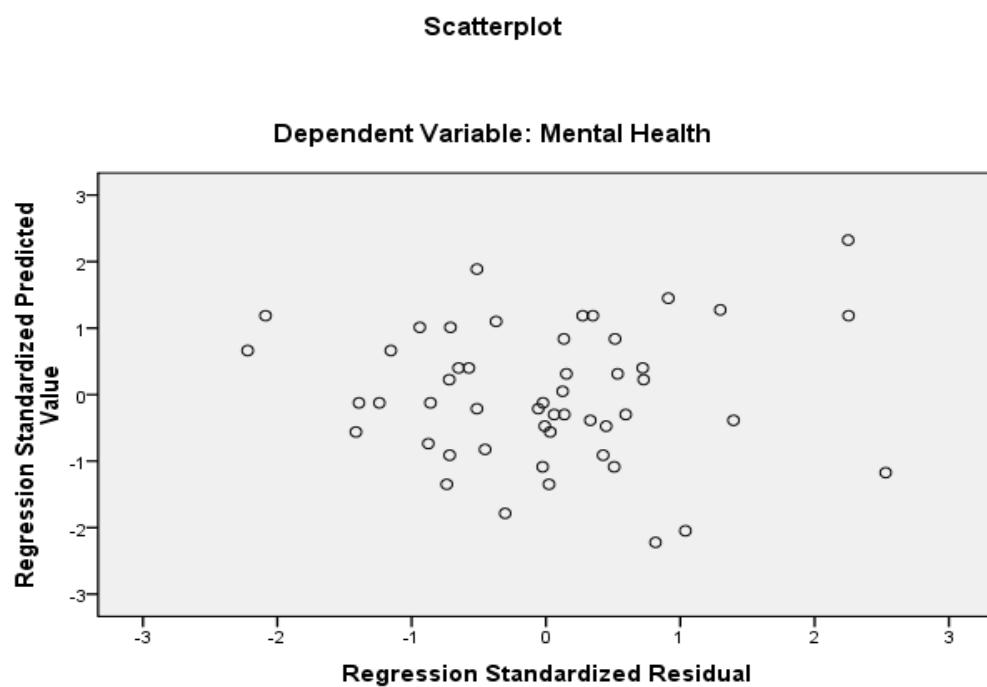
Normal P-P Plot of Regression Standardized Residuals from Linear Regression Analysis of Variables of Job Satisfaction and Mental Health of Commerce College Teachers of Mizoram



P-P plot appeared in the above obvious that the focuses following the straight line. It demonstrates that the data is typically disseminated data. Subsequently, regression analysis might be utilized to anticipate the Mental Health dependent on Job Satisfaction of commerce degree college teachers.

Figure : 32

Scatter Plot Showing the Residuals vs. Predicted Values for a Linear Regression Analysis of Job Satisfaction and Mental Health Scores of Commerce Degree College Teachers of Mizoram



CHAPTER-V

FINDINGS AND DISCUSSION

This chapter is divided into three sub sections. Findings of the study are followed by discussion and conclusion of the study. The findings have been presented in section 5.1, Discussion in 5.2 and conclusion in 5.3.

5.1. Findings

The findings of the study are,

1. The college teachers of Mizoram possess higher Mental Health.
2. There is significant influence of gender on the mental health of college teachers of Mizoram. But gender influenced not observed i.e. mental health of college teachers working in arts, science and commerce college.
3. There is significant influence of stream on mental health of college teachers in Mizoram. Difference in mental health observed on the means scores of arts and commerce as well science and commerce teachers. Difference was not found in the mental health of arts and science college teachers.
4. There is no significant influence of teaching experience on the mental health of college teachers of Mizoram. In terms of stream background difference in mental health of 10 years and above ten years teaching experience observed in science college teachers and not in arts stream as well as commerce stream.
5. The college teachers of Mizoram possess higher job satisfaction.
6. There is no significant influence of gender on the job satisfaction of college teachers of Mizoram.

7. There is significant influence of stream on job satisfaction of college teachers in Mizoram. Difference in job satisfaction observed only between college teachers of science and commerce college teachers. Whereas difference is not observed in job satisfaction of college teachers of science and arts stream.
8. There is a significant influence of teaching experience on the job satisfaction of college teachers of Mizoram. In terms of stream background, teaching experience influenced on the job satisfaction of college teachers of arts as well as science stream and not on the job satisfaction of commerce college teachers.
9. Significant linear positive correlation exists in the Mental Health and job satisfaction of college teachers of Mizoram. Thus, both the variables tend to increase together.
10. Job Satisfaction significantly predicts mental health of college teachers of Mizoram. Job Satisfaction predicts 15.6% mental health of teachers of Arts College; Job Satisfaction predicts 13.9% Mental health of teachers of Science college and Job Satisfaction predicts 25.5% Mental health of teachers of commerce college. The regression equation obtained for the total sample as well as sub sample i.e. arts, science and commerce section predict mental health from the job satisfaction of college teachers of Mizoram.

The dimension of mental health by stream wise analysis found that:

11. Commerce college teachers possess higher self-concept than the Science and arts college teachers.
12. Commerce college teachers possess higher concept of life than the Science and arts college teachers.

13. Commerce college teachers possess higher Perception of Self amongst others than the arts and science college teachers.
14. Commerce college teachers possess higher perception of others than the science and science college teachers
15. Commerce college teachers possess higher personal adjustment than the science and arts college teachers.
16. Commerce college teachers possess higher record of achievement than the arts and science college teachers.

The dimension of job satisfaction by stream wise analysis found that:

17. Science college teachers possess higher satisfaction with excursion, place of position and working condition than the commerce and arts college teachers.
18. Science college teachers possess higher satisfaction with cooperation, democratic function than the arts and commerce college teachers.
19. Science college teachers possess higher satisfaction with intelligence and social circle than the arts and commerce college teachers.
20. Science college teachers possess higher satisfaction with salary and allowance than the arts and commerce teachers.
21. Science college teachers possess higher satisfaction with quality of live and national economy than the arts and commerce college teachers

5.2 Discussion

The latest patterns in advanced schooling have widened the consideration given to the dynamics of the teaching provided to the pupils. Dynamics of teaching depends on the mental health of teachers. On the out chance that a teacher has good

mental health, is going to fulfill with the job of his and it is a good impact on homeroom teaching. National Policy on Education (1986) referenced that, the condition of the mentor reflects the social ethos of a broader public. Teachers ought in order to hold the chance to improve, also to devise connecting techniques for correspondence and exercises significant to the specifications, worries, and skills of the community. Job satisfactions as well as mental health are the two significant parts of the teachers. Both these concepts are actually interrelated. A teacher that has good mental health may be fulfilled by her profession along with his/her job who's fulfilled at the task with a sound mental health. At the stage when these two perspectives are actually discovered among the teachers, at that time they'll almost definitely play out their duties as well as obligations appropriately. Additionally, the dynamics of training similarly will be enhanced. Together these lines, each one of the instructors ought to be psychologically nourishing and they ought to be fulfilled in their respective job.

The existing examination uncovered that there is a considerable effect of sexual orientation on the mental health of college coaches of Mizoram. The finding is essentially just like the findings of Roul, Sushanta Kumar (2004). The instructors from autonomous colleges had been discovered to have much better mental health when contrasted with the teachers from non-autonomous colleges. The consolidated effect of the college type and also the teacher's mental health did not produce any considerable effect on teacher's viability. Furthermore, the findings of the existing examination are actually as the study led by Nibedita (2005) that unmarried female teachers may not be as much competent but only more knowledgeable teachers had

been observed to remain in control of preferred self-idea more than male, married, progressively competent, much less experienced teachers. Generally there existed no measurably substantial distinction among married and unmarried teachers in relation to mental health. The results is in addition essentially echoed the findings of Basu (2009) that while male teachers show drastically preferable mental health over the female counterparts, conjugal status does not have huge effect on the mental health of the university teachers. Male college teachers show drastically better mental health when contrasted with their female associates. The finding also resonates with findings of Dewan (2009) that gender creates major impacts on mental health. Teachers that are Female, when contrasted with male teachers, have been found demonstrating bad mental health. The basic principle effect of religion on health that is mental was observed to be considerable. The impacts of religion had been very same for female and male teachers & moreover for married and unmarried teachers. For like fashion, the impacts of sex were not distinct for hitched and un wedded teachers. Furthermore, the findings of the existing investigation are actually as the examination led by Mistry (2010) there's no sex contrast of job satisfaction of teachers. There's considerable sex contrast entirely mental health interest to teachers. There's good link between mental health as well as job satisfaction interest to teachers. The results are essentially the same like the findings of Shakiba (2012) The results demonstrated considerable distinction among teachers & informative advisors in six clinical sizes of MMPI to ensure the instructors had higher scores compared to academic advocates in D (discouragement), Pd (psychopathy), Pa (neurotic), Pt (Psychastenia), Sc (schizophrenia Ma and) (hypomania) sizes of MMPI. Mean scores of Male teachers in craziness as well as psychopathy was higher than female's scores

and moreover female instructors had higher hostile scores in neurosis, jumpy, insanity, schizophrenia and psychasthenia compared to male teachers. Despite the reality that the profiles of the 2 instructors as well as informative advocates were regular however, teachers had higher hostile scores compared to advisors. The finding is in addition also matches the findings of Nandoliya (2013). The outcome demonstrated that substantial difference existed among female and male instructors on health that is mental. Considerable difference existed among rural and urban instructor on health that is mental. Considerable difference existed among arts, commerce & science personnel's instructors on health. School type of instructor interface one another on health that is mental. The findings are essentially like the findings of Sankapal (2013) that there is considerable distinction among male as well as female High school teachers with regard to quality of life. The quality of life of female high school teachers is actually better for male high school teachers. There is considerable distinction among male as well as female high school teachers in respect to mental health. The Mental Health of female high school teachers is actually better for male high school teachers. There is a Positive correlation between great mental health and quality of life with high school teachers. There is a Negative correlation between bad mental health and quality of life with High school teachers. Furthermore, the findings of the existing investigation are actually as the examination led by Jadhav (2013) that there are no substantial distinctions of the term associated self-efficacy, mental health and job struggle of each male as well as female primary school teachers working in unaided and private supported facilities. A significant and positive correlation was discovered between term associated mental health and self-efficacy of school teachers.

The study discovered that there is a huge effect of stream on the mental health of college coaches in Mizoram. Contrast in health saw that is mental on the means scores of commerce and arts likewise science as well as commerce teachers. The contrast wasn't present in the mental health of arts as well as science college teachers. The findings also remind us of the findings of Nandoliya (2013) that substantial difference existed among female and male instructors on health that is mental. Considerable difference existed among rural and urban instructor on health that is mental. Considerable distinction existed among arts, commerce and science workforce's instructors on health. Gender based school type of instructor correlates one another on health that is mental Sex along with distinct personnel of mentor collaborate one another on mental health. Gender, natural surroundings, kinds of different materials as well as school of instructor relates to one another on mental health.

Existing investigation also uncovered that there is no great effect of teaching experience on the mental health of college coaches of Mizoram. So far as stream is concerned major contrast in mental health of ten years or even more 10 years teaching experience saw in science college teachers and not in arts stream simply as commerce stream. The finding is essentially just like the findings of Nibedita (2005) that female unmarried teachers are not as much competent but only more knowledgeable teachers had been observed to remain in control of more suitable self ideas more than male, progressively qualified, wedded, much less experienced teachers. Generally, there existed no measurably substantial contrast among wedded and unmarried teachers with respect to mental overall health. Many correlation

values between mental health as well as the self-idea only as alteration have been discovered. Mental health, as well as change of secondary school teachers, are actually the primary considerations which are discovered to influence the enhancement of their self-idea. Furthermore, the finding of the existing examination is actually as the study led by Mohana, D. (2013). The results uncover that the level of coaching, as well as teaching knowledge, do not considerably contrast in teacher's mental health.

According to the consequence of the existing examination, it tends to be claimed that the college teachers of Mizoram rank higher on job satisfaction. Existing investigation goes in accordance with the findings of Shobha (1986). The results uncovered that the main teachers of the zone had been anchored to get higher position satisfaction as well as trustworthiness. Teachers that are female, when contrasted with male teachers, unmarried teachers when contrasted with wedded teachers, urbanized teachers when contrasted with countryside teachers, and non-farming household occupation foundation teachers had been considerably greater on job satisfaction & trustworthiness. Younger teachers, when contrasted with older teachers, junior teachers when contrasted with senior teachers, and high scholarly achiever teachers when contrasted with lower achiever teachers, had been the same considerably greater in job satisfaction. The main point of job satisfaction with the main instructors had been lacking compensation, absence of physical workplaces (space, hardware, and therefore on.), trouble in obtaining unpaid debts, misuse by officials, etc. Adept trustworthiness was greater compared to job satisfaction in the teachers' sample and also the coefficient of correlation between these two variables

was 0.256. Furthermore the finding of the existing examination is actually as the exploration guided by Sekar, G. what is more often, Ranganathan, S. (1988) that a big component of the instructors had been pleased with the tendency of their work, faculty norms, pay, personal accomplishment as well as the connection with partners and employers, working conditions in schools, valuation for work that is good as well as job security. The existing examination is once again bolstered by Ramakrishnaiah (1989) that the teachers, as a rule, were pleased with the job, worrying about typically Job Satisfaction, teachers working in junior colleges had been less fulfilled than those working in degree colleges, sex and management of the instructors didn't have some huge effect hands-on satisfaction of the teachers, the people that had progressively more amazing were progressively satisfied with their job, as well as the different variables as capability, conjugal status, expertise, age, size of loved ones or maybe character pieces didn't have any substantial impact on job satisfaction of the teachers. The results of Sekar (1998) is in addition love the present investigation that the higher portion of the instructors had been pleased with the tendency of theirs of their association, Personal accomplishment, pay, staff strategies, and work with partners and employers, working conditions in schools, valuation for work that is good as well as job security. Furthermore, the finding of the existing examination is actually as the study led by Kaneez (2002). The results uncovered that mentor working in secondary schools were pleased with the positions. No substantial distinction was bought in the amounts of job satisfaction of female and male and married and unmarried school teachers. Teachers working in the schools arranged in urbanized zones had been found more satisfied with the careers compared to those working in semi urban areas. Urdu moderate secondary school

teachers working in supported and unaided schools had been discovered equivalent amounts of satisfaction. When there ought to be an occurrence of Marathi moderate teachers the level of job satisfaction was discovered considerably greater in aided schools than in non-supported facilities. No substantial distinction was discovered in between the English moderate teachers of supported and non-helped secondary schools. English, Hindi and Marathi moderate instructors were found a lot more satisfied than Urdu moderate teachers. No substantial contrast was present in the amount of job satisfaction among English, Hindi, and also Marathi moderate teachers. The existing examination is once again bolstered by Sharma, Y.P. (2005) that higher part of coaches is actually pleased with their job as per the job satisfaction segments. They are pleased with their work, job quality, compensation, security, limited time arrangements, institutional arrangement as well as methods, connection with the collaborators, working of professionals (head) as well as their potential. Furthermore, the finding of the existing examination is actually as the exploration directed by ArtiBakhshi, Kuldeep Kumar, Shallu Sharma and Ambika Sharma (2008) that a major contrast in the job satisfaction of private college instructors and government with government university speakers having greater job satisfaction. Private college speakers as well as government do not contrast considerably on living satisfaction scores. A major positive correlation between job satisfaction as well as life satisfaction in common sample was discovered. Positive correlation between these two variables has considerable ramifications for chiefs & supervisors. Furthermore, the finding of the existing investigation is actually as the examination led by Kayastha and Kayastha (2012) that job satisfaction in higher secondary level school teachers was fulfilled in the profession especially in teaching around Nepal.

Existing investigation uncovered that there is no substantial effect of sexual orientation hands-on satisfaction of college coaches of Mizoram. The finding of the existing investigation is actually as the examination led by Padmanabhaiah (1986) that the instructors when everything has been said and done, were dissatisfied with their job, female and male teachers were not drastically remarkable in the level of the normal job satisfaction/dissatisfaction and there were no substantial distinctions between the coaches working in urban and rural territories in the level of theirs of satisfaction/dissatisfaction with their job overall. Be that as it might, the two groups had been drastically unique in the level of their dissatisfaction with policy matters as well as control arrangements. Additionally, same was learned about married and unmarried teachers had been drastically unique in the level of their satisfaction with only three job components, policy matters, viz., pupils and appropriateness. Furthermore the finding of the existing examination also resonates with the study led by Shanker (1987) that both female and male teachers working in controlled and autonomous schooling environment had been found progressively able and highly fulfilled, when contrasted with countryside teachers, urbanized teachers had been discovered more and more pleased with their job. The present investigation is once again respectably bolstered by Laxmi (1988) this in Cuttack District 65 % as well as 26 % of male teachers and females teachers respectively, were pleased with career and profession. Likewise the finding of the existing examination is also as the study led by Ramakrishnaiah (1989) that the teachers, as a rule, were pleased with their job, worrying about by and large Job Satisfaction, teachers working in junior colleges had been less fulfilled than those working in degree colleges, the sort of sex and management of the instructors didn't have huge effect on satisfaction of the

teachers, the people that had progressively more good ATT were progressively satisfied with their job, as well as the different variables as capability, conjugal status, expertise, age, size of loved ones or maybe character components didn't have any substantial impact on job satisfaction of the teachers. The existing examination is once again upheld by Das, Panda, B.B. and Lakshahira (1995) that no substantial contrast was present in the amount of job satisfaction of college and greater secondary instructors. Generally, there was no substantial difference in the amount of job satisfaction of female and male college teachers. Generally, there were no substantial distinctions of the amount of job satisfaction of male as well as female higher secondary coaches. Generally, there was no substantial difference in the amount of job satisfaction of male university and greater secondary instructors. Generally, there were no substantial distinctions of the amount of job satisfaction of female university and greater secondary instructors. Seasoned university teachers increased job satisfaction compared to novice university teachers. It was learned that experienced greater secondary teachers increased job satisfaction compared to novice higher secondary coaches. Generally, there was no substantial difference in the amount of job satisfaction of knowledgeable university and greater secondary instructors. Generally, there was no substantial difference of the amount of job satisfaction of new universities and greater secondary instructors.

The finding of the existing investigation is actually as the examination guided by Kumar, S. moreover, Patnaik, P.S. (2004) that the mean score contrasts demonstrate that there exist a few contrasts among female and male, under forty or more than forty years age group teachers as well as teachers having below twelve or

over twelve years of teaching experience. It reflects that male coach under forty years age group with below twelve years teaching knowledge are definitely more committed towards their business compared to that of their counterparts. The security satisfaction element demonstrates that the instructors having more than twelve years of expertise feel a lot more verified. On account of development satisfaction, the male, more than forty years instructors are actually better to that of their counterparts. There are no stark differences determined with teaching experience, age group, or sex of teachers, the hostile score have demonstrated small contrasts among female and male, under forty or even more forty years teachers as well as teachers having under or higher twelve years' experience of teaching only in two components, for instance job qualities as well as business policy as well as practices. The male coaches under forty years with under twelve years of experience have suggested much better quality of job. When there ought to be an occurrence of business policy, the female coaches under forty years age group with below twelve years experience have demonstrated similarly better satisfaction. The correlation between organizational duty as well as job satisfaction is actually average which demonstrates that the instructors that are frequently, committed towards business are progressively pleased with the job. The group duty is tolerably identified with the frame of mind towards the job, for instance, the people that are devoted towards business have a good disposition towards work. Job satisfaction as well as frame of mind towards labor, are highly related and it demonstrates that the people with a good disposition towards work are more and more fulfilled in their job. The existing exploration is once again maintained by Amruth and by Yishai (2005) that the connection between teaching capacity as well as job satisfaction is actually

significant and positive and this particular connection is not influenced by sex, region, informative ability, and teaching experience. The finding of the existing investigation is actually as the examination guided by Raj and Marry (2005) that the common job satisfaction level of teachers was not high. Apart from this, 39 % of instructors had minimal job satisfaction, 40 % of teachers had a moderate level of job satisfaction, as well as 21 %, had a higher level of job satisfaction. Female and male, rural and urban, higher educationally qualified and less educationally qualified teachers had been discovered to have a relative level of job satisfaction. It was also learned that there was no great contrast among instructors based on age, sort as well as experience of schools. The existing exploration is once again strengthened by Abushaira (2012) that the level of job satisfaction with the participants was average. No significant factual contrasts were bought in the respondents' level of job satisfaction due to sex. Important contrasts were bought in the respondents' level of job satisfaction due to age favoring much more youthful teachers.

Existing examination uncovered that there is a huge effect of teaching experience hands-on satisfaction of college coaches of Mizoram. The existing examination is once again supported by Agarwal, M. (1991) Positive Many Meanings- ranking, main language as well as work environment had been substantially identified with job satisfaction. Male alumni ready teachers, single family teachers and government school teachers had been a lot more satisfied over others; growing old and conjugal status, be that as it might, had no connection with job satisfaction. Political and financial values had been observed to be associates of job satisfaction. The present exploration is also maintained by Adejumo, A.M., or

Gesinde, G.O. (2012) that there is considerable beneficial connection among age as well as work experience as well as job satisfaction ($r = .312$; $.229$) and that substantial contrast existed between teachers with less or perhaps more 5 years of working experience ($t = -2.68$, $P < 0.05$). The finding of the existing investigation is also pointing towards the study of Strydom, Nortj, Beukes, Esterhuyseand, Westhuizen (2012) in which the results showed that the instructors experienced an average level of job satisfaction. Contrasts were also present in the amounts of job satisfaction between different races, however not in between sexual orientations. Furthermore, the finding of the existing investigation is respectfully loved the examination guided by Mohalik as well as Prajapati (2013) which 22.5 % mentor educators had been less satisfied. Educators had been average and 47.5 % mentor educators had been extremely satisfied. Apart from this, 15 % mentor educators (having ten years of teaching experience) had been less fulfilled and 27.5 % of teacher educators were respectfully fulfilled and 57.5 % teacher educators had been extremely satisfied. However, 30 % mentor educators with twenty years of teaching experience had been less fulfilled, 32.5 % teacher educators were modestly fulfilled and 37.5 % teacher educators had been very satisfied with the teaching job. It infers that instructor educators with ten years of teaching experience had been less fulfilled as opposed to the teacher educators that had 20 years of teaching experience. The existing examination is once again upheld by Vassallo (2014) that long-serving instructors get amazing satisfaction from dealing with the pupils and by adding to society. The investigation finishes up by suggestions went for checking out the impacts of job dissatisfaction elements. Furthermore, the finding of the existing investigation is actually as the examination guided by Murage (2014) that there was no great link

between job satisfaction of teachers as well as the statistic variables of expert evaluation, scholastic capability, conjugal status, age, and sexual orientation. Great connection was observed between position satisfaction amounts as well as variables of age as well as teaching experience. Several regression analyses uncovered that age, as well as teaching knowledge had been the very best signs of teacher's job satisfaction. The existing examination is once again modestly supported by Abas, Nurasyikin, Esa and Masood (2014) that the pay rates and staying burden elements had been at a high level in impacting the job satisfaction with the respondents. The length of the administration element was at an average level.

Existing examination uncovered that substantial linear correlation is present in the Mental Health as well as job satisfaction of college coaches of Mizoram. With this fashion, both the variables tend to increase simultaneously. The present exploration is once again upheld by Panda et al., (1998) which psychologically nutritious teachers had been substantially more and more pleased with their job when contrasted with psychologically bad teachers. With reference to age, no significant contrast was projected to the position satisfaction. Besides that, mental health, as well as age, had considerable effect on job satisfaction of teachers. What is management, sex, and more of school had no significant corresponding impact on job satisfaction. Furthermore the finding of the existing investigation is actually as examined by Goel, S. (2011) that bigger part of the instructors have been found highly compelling, nearly fifty percentage of the instructors in the sample had higher job satisfaction, lion's share of the instructors had top conclusiveness, duty as well as sexuality character, while lion's share of the teachers had much less passionate

steadiness, manliness, invitingness, sense of self strength, interest, self idea character and predominance ; the higher portion of the teachers in the sample had minimal mental health. Instructor adequacy of teachers having substantial mental health was much more when contrasted with instructors having very low mental health. Teacher adequacy, job satisfaction, mental health and character measurements had been attached favourably corresponded and mental health and position satisfaction was discovered favourably associated. A Job satisfaction as well as character measurement was discovered favourably corresponded and mental health as well as character measurements was found favourably associated. The finding of the existing investigation is actually as the examination guided by BeheraDiptimayee (2018), that the sex (female) as well as male of the school teacher does not considerably influence the job satisfaction. The part of the school (rural, sub-urban as well as urban) does not considerably influence the job satisfaction. Sort of mentor (standard, outwardly impeded, hearing handicapped and psychologically hindered teachers) drastically influence their job satisfaction. The mental health of the school teachers considerably influence their job satisfaction. There's no substantial contrast among sexual orientation as well as school region in regard to the job satisfaction of teachers. There's no great difference among sex as well as coach quality with respect to the job satisfaction of theirs. There is no substantial difference among mental health as well as sexual orientation with regard to their job satisfaction. There is no great contrast between school parts as well as coach with regard to the job satisfaction. There is no great contrast between mental health as well as school parts in regard to their job satisfaction. There is no contrast between teachers' mental health as well as kinds in regard to their job satisfaction. There is no substantial link

among sexual orientation, school region as well as teachers type with respect to the job satisfaction of theirs. Mental wellbeing, sexual orientation, teacher type greatly predicts instructors job satisfaction. Mental wellness predicts 25 % of job satisfaction, sexual orientation and mental health consolidated predicts 28 % of mental health and job satisfaction, sex, teacher style join predicts 29 % of job satisfaction on secondary school teachers.

Existing examination uncovered that job satisfaction greatly predicts mental health of college coaches of Mizoram. Job Satisfaction predicts 15.6 % of mental health of teachers of Arts College; Job Satisfaction predicts 13.9 % Mental health of teachers of Science college and Job Satisfaction predicts 25.5 % Mental health of teachers of commerce university. The regression equation obtained for the all-out sample only as sub sample for instance arts, science and commerce segment anticipate mental health from the job satisfaction of college coaches of Mizoram. The existing examination is once again upheld by Galgotra, M. (2013) that there is no great effect of sex on mental health of the high school teachers. There is a huge effect of expertise on the mental health of the high school teachers. It shows that professional instructors of high school have much better mental health in comparison with less experienced high school teachers. There is a huge effect of job satisfaction on the mental health of the teachers. Teachers who are fully satisfied with their job are definitely more constant in their mental health as opposed to those who are low on job satisfaction. There is no major interactional effect of expertise as well as sex on mental health of the instructor. There is considerable twofold interactional effect of experience as well as job satisfaction on the mental health of instructor. There is

no key twofold interactional effect of sex as well as job satisfaction on the mental health of instructor. There is no huge triple interactional effect of sex, experience as well as job satisfaction on the mental health of instructor.

5.3 Conclusion

Teaching is a dynamic, enjoyable, and challenging profession. It has always been a demanding profession. It is the only profession dedicated to making the world a better place for future generations. Teaching today is a much more challenging occupation than in the past. It is really the teachers who are the core of an educational experience.

Poverty is the mother of all evils. Economic factor plays crucial role in all human walks of life. In this connection the college teacher in Mizoram possesses good Mental Health as they are availing available government facilities. Mizoram state is a peaceful state and teachers are very cooperative to the administrative and academic aspects. There are self-aware and strict follower of the rules and regulation of the government. Students from different colleges and different back grounds are having the same mind set, and they are always enthusiastic in learning. Mizo culture trained the teachers on concept of life from the very beginning through Church activities on how to live and cooperative with each other. This may be one of the reasons for good mental health. Perception of self among others is an account of attitude formation from very child hood. The degree college teachers having positive attitudes towards the teaching profession and having the motive of selfless service towards society is the another probable reason for good mental health of degree college teachers of Mizoram.

Mental health modifications of College Teacher are discovered to influence the enhancement of their self-strategy. Mizo teachers believed in God and life is not a burden for them. They enjoy their life as such. Further, degree college teachers of Mizoram are compromising and adjusting with the situation. They are enjoying the status and reputation in the society being a college teacher. They are easy going people and satisfied with their present achievement. The living style of life is very pride for them. These are the causes of good mental health of degree college teachers of Mizoram.

Degree College teachers of Mizoram are deputed by the concern authority time to time to develop their professional competences. Mizoram government Higher and Technical Education facilitate and encouraging these degree college teachers to update their knowledge and upgrade their qualification by pursing research degrees and encouraging conducting minor and major projects which is useful to society. This is the probable prime reason for Job Satisfaction.

Degree College teachers of Mizoram are extremely satisfied with regard to economic advantages like salaries, allowances. They are also satisfied with the professional development training programme like orientation, refresher course and short term courses which have improved their competency and efficiency as a teacher. In degree colleges of Mizoram a good numbers of programmes for recreation, entertainment was organised. Similarly degree college teachers have good reputation in their social circle which may lead the better satisfaction. The Principal and administrative authority are very cooperative and helpful and inspiring people for better and sincere work, that influence the better job satisfaction of college

teachers. These teachers devote the valuable time to their family apart from their professional life very easily. The place of appointment is very convenient for them to attend daily to their job. The working conditions of degree college teachers in Mizoram are more comfortable in sitting and healthy and hygienic environment of the office. These are the probable causes of Job Satisfaction of college teachers.

A teacher that has a good mental health might be happy in a teaching along with his/her job and one who is happy at the task could have a sound mental health. When these two elements are discovered among the teachers, next they are going to be in a position to do their obligations as well as duties properly. Furthermore the quality of education likewise will be enhanced. Thus all of the instructors must be psychologically nourishing and they must be happy in their jobs.

CHAPTER-VI

SUMMARY, RECOMMENDATION AND SUGGESTION FOR FURTHER RESEARCH

This chapter is divided into three sub sections- Summary of the study which will be followed by recommendations and suggestions for further research. The summary have been presented in section 6.1, recommendation in 6.2, educational implication in 6.3 and suggestion for further research 6.4.

6.1 Summary of the Study

Teachers are actually the pivot of all of the educational institution. The future of the quality and a nation of any instructional institution mostly depend on the teachers. Quality of education is largely determined by the instructors and the quality of instructors will depend on their personal and professional quality. Thus, it is essential to enhance the quality as well as effectiveness of the teachers. Mental health and job satisfaction are the two prerequisites of successful teachers. Both of these components are essential for the teachers to do their obligations as well as duties properly.

6.1.1 Need of the study

It is very much acknowledged that education is basic for the general development of the country. One can't name even a solitary calling where the job of education can be undermined. In this manner, education fills in as spine for the advancement of the country. Additionally, a teacher holds a vital position as he/she

holds the incredible obligation of instructing the future generation. On the other hand, if a teacher feels fulfilled, she/he will be in a situation to adapt to the educational objectives in a fruitful way. In this manner, it is imperative to ponder and comprehend teacher's views on of job satisfaction at both macro and micro level, which may bring a progress for the advancement of society.

A teacher assumes a respectable job in the society. Teachers affect the society they live in. They give extraordinary contribution to structure an ideal and dynamic culture. They convey the duty of granting learning and education. Apart from guardians, they are ones that give knowledge and value to the children to shoulder the duty of structure a robust country. Students are profoundly influenced by the teachers love, their character, their ability and their ethical responsibility. A prominent teacher turns into a model for their students. The students attempt to follow their teacher in the habits, ensembles, manners, style of discussion and their get up. They can lead them anyplace. During the underlying long periods of education, teachers help students decide their objective and desire throughout everyday life. They likewise help students shape up their tentative arrangements. In this way a decent and a canny visionary teacher assume an extraordinary job in getting down to business their student's future. The significance of a teacher to model who and what is to come, requests that simply the best, most insightful and skilled individuals from our intellectuals ought to be allowed to meet all requirements for this respectable calling. A prevalent and effective educational framework requires a well-regarded and great teaching staff. At the end of the day, the high quality scholastic staff is the foundation of an effective educational

framework. The objective of higher education is to take a step at scholarly advancement, bestow complete knowledge, give high quality education to students, in this way, taking into account the improvement demands of the country. None of these objectives can be cultivated without the assistance of successful and qualified teachers. Extraordinary teachers and superb education in any nation of the world have assumed an unavoidable job in the advancement of the nation. Along these lines, the level of satisfaction of teachers towards their job is critical to consider. The contribution and duty of the teachers to their calling is viewed as most significant component of job satisfaction. The eventual fate of each college is subjected to the satisfaction level of its teaching staff. The comprehension of factors influencing the job satisfaction of college teachers are of most extreme significance for the usage of a fruitful, inventive and dynamic educational framework.

For any productive teaching-learning procedure job satisfaction of the teachers are of primary significance. Being a complex concept it includes different individual, institutional and social angles. On one hand, the teachers accomplish sufficient job satisfaction they will be in a situation to satisfy the educational objectives and inspirational objectives as well as the working as boondocks social laborer. In some ongoing investigation it was set up that teachers are persuaded more by internal reward such as dignity, duty and a feeling of achievement, than by extraneous prizes like compensation and other money related advantages (Johnson, 1979; Maehr et.al, 1990; Peire& Baker, 1997; Gordon S. Dark Corporation, 1999). Minister (1982) subsequent to directing a review on teachers realized the need for job satisfaction, including that high internal inspiration, work satisfaction and high

quality execution rely upon three basic mental states experience meaningfulness, duty towards the goal and knowledge of outcome. Study report of Gordon S. Dark Corporation (1999) likewise reported acknowledgment for greatness as one of the top drivers of satisfaction among teachers. Back ground variables, for example, age, sex, long stretches of experience were observed to be identified with teachers 'job satisfaction however not as significant as work conditions.

The cornerstone of the entire informative undertaking is the instructor. Mentor applies a good deal of effect on the pupils as well as the conduct is the same major variable in the teaching learning system. For that reason, nothing is often as substantial as providing the instructors the very best proficient planning and making satisfactory states of work. Furthermore, in case the teacher is not sound in his mental health, he cannot do justice to pupils and cannot provide guidance in the right manner.

Nowadays, be that as it might, there is a notion that the instructors do not have satisfaction in their jobs. By all accounts a developing dissatisfaction towards the job of theirs due to which standards of training is actually falling. Instructors are disappointed despite different blueprints & projects, which are performed to enhance their job setting. Dissatisfied teachers, in hate having excellent as well as sound scholarly vocation and expertise, will do miserable performance since they will neither perform wholeheartedly nor will they make an effort to add anything to educational process.

The mental health of mentor is crucial for raising the standards as well as coaching of administrations. The teacher is able to boost his personal mental health

through the events during his teaching experience that he is able to grow the comprehension of his understanding of himself, accept himself as he's as well as have a functioning component in directing his own life instead of being content with responding to pressures.

Work assumes an obvious importance in our lives. It possesses extra time compared to a few other individual activities and it provides the monetary premise to the way of living. Therefore, Job satisfaction is actually a tremendous phenomenon in organizational exploration since it impacts the normal prosperity of the business. Fulfilled representatives make more and more beneficial workplace for the businesses. They have a good assessment of their job, in their perceptions as well as enthusiastic encounters. The fulfilled employees engage themselves in even more communitarian endeavors and acknowledge organizational goals as opposed to the dissatisfied versions (Ostroff, 1992). They will seem to be certain to talk favorably about the business, help others and go beyond the normal dreams in their job. Furthermore, fulfilled employees might be progressively inclined to go beyond the obligation at hand since they have to respond to their good experience.

More noteworthy job satisfaction is probably going to direct in the long run to increasingly compelling working of the individual and the organization in general. The fulfilled specialist is by and large an increasingly adaptable and better balanced individual who has the ability to conquer the impacts of a situation. He is increasingly reasonable about his own circumstance and objectives. The laborer disappointed with his job, conversely, is regularly unbending, unyielding, ridiculous in his selection of objectives, unfit to defeat environmental hindrances and for the

most part troubled and disappointed. Absence of job satisfaction can be a significant source of every day stress. There can be different reasons of job dissatisfaction, for example, quarreling colleagues, strife with boss, not having essential gear or resources to succeed, absence of chances for advancement, having close to nothing or nothing to do with choices that influence the specialist, dread of losing the job, or excessively routine work and monotony.

In the education field, the social prosperity, growth and development of the students depends on the eagerness, productivity and expert abilities of the teachers. The advancement and fate of education, its quality and standards will depend upon how and by whom youthful people are instructed. In this unique situation, an investigation of job satisfaction can give data to educational heads to enable them to comprehend the teachers in a superior manner and investigate the most ideal approaches to amplify the vocation modification of the college teachers.

Statement of the Problem

Mental Health and Job Satisfaction of College Teachers of Mizoram in relation to their Gender, Teaching experience and Stream of Education.

6.1.2 Objectives of the Study

The broad objectives of the study are:

1. To study the mental health of college teachers of Mizoram.
2. To study the job satisfaction of college teachers of Mizoram.

3. To compare the mental health of college teachers on the basis of their gender, teaching experience and stream of education.
4. To compare the job satisfaction of college teachers on the basis of their gender, teaching experience and stream of education.
5. To examine the relationship between mental health and job satisfaction of college teachers.

6.1.3 Hypotheses

The study was undertaken to test and verify the following hypotheses:

1. There is no significant difference in the mental health of college teachers of Mizoram.
2. There is no significant difference between the mental health of male and female college teachers of Mizoram.
3. There is no significant difference between the mental health of male and female arts college teachers of Mizoram.
4. There is no significant difference between the mental health of male and female science college teachers of Mizoram.
5. There is no significant difference between the mental health of male and female commerce college teachers of Mizoram.
6. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their mental health.
7. There is no significant difference in mental health scores of college teachers of Mizoram with reference to their teaching experience.

8. There is no significant difference in mental health scores of arts college teachers of Mizoram with reference to their teaching experience.
9. There is no significant difference in mental health scores of science college teachers of Mizoram with reference to their teaching experience.
10. There is no significant difference in mental health scores of commerce college teachers of Mizoram with reference to their teaching experience.
11. There is no significant difference in the job satisfaction of college teachers of Mizoram.
12. There is no significant difference between the Job Satisfaction of male and female college teachers of Mizoram.
13. There is no significant difference between the Job Satisfaction of male and female arts college teachers of Mizoram.
14. There is no significant difference between the Job Satisfaction of male and female science college teachers of Mizoram.
15. There is no significant difference between the Job Satisfaction of male and female commerce college teachers of Mizoram.
16. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their Job Satisfaction.
17. There is no significant difference in Job Satisfaction scores of college teachers of Mizoram with reference to their teaching experience.
18. There is no significant difference in Job Satisfaction scores of arts college teachers of Mizoram with reference to their teaching experience.
19. There is no significant difference in Job Satisfaction scores of science college teachers of Mizoram with reference to their teaching experience.

20. There is no significant difference in Job Satisfaction scores of commerce college teachers of Mizoram with reference to their teaching experience.
21. There is no significant relationship between the mental health and job satisfaction of college teachers of Mizoram.
22. There is no significant relationship between the mental health and job satisfaction of arts college teachers of Mizoram.
23. There is no significant relationship between the mental health and job satisfaction of science college teachers of Mizoram.
24. There is no significant relationship between the mental health and job satisfaction of commerce college teachers of Mizoram.
25. Job Satisfaction is not a significant predictor of Mental Health Scores of degree college teachers of Mizoram.
26. Job Satisfaction is not a significant predictor of Mental Health Scores of arts degree college teachers of Mizoram.
27. Job Satisfaction is not a significant predictor of Mental Health Scores of science degree college teachers of Mizoram.
28. Job Satisfaction is not a significant predictor of Mental Health Scores of commerce degree college teachers of Mizoram

6.1.4 Operational Definitions of the Terms Used

The terms used at the name of the study carry several particular meanings.

The operational characterization of the terms is provided as follows -

1. **Mental Health:** Mental Health in this study refers to mental health of college teachers of Mizoram and their effectiveness, satisfaction and pride in the activities of their work
2. **Job Satisfaction:** "Job Satisfaction" includes to the satisfaction of college teachers' hands on inherent components (factors lying in the task itself) as well as job extraneous factors (factors lying outside the job).
3. **College Teachers:** College teacher here mean teachers working in different degree colleges in Arts, Science and Commerce stream of Mizoram.
4. **Teaching Experience:** Teaching experience in this study refers to only college teachers of Mizoram who are having teaching experience of below ten years and above ten years.
5. **Stream of Education:** Streams of education in this study refers to Arts, Science and Commerce streams in degree colleges of Mizoram.

6.1.5 Methodology

Research Method

The study was conducted through descriptive design of research. The descriptive design has been the most widely used research design in education. The design requires sample and related research instrument for collection of data and conduct of the study.

Population

All degree college teachers of Mizoram constituted the population of the present study.

Sample

For collection of relevant data, the investigator selected 300-degree college teachers of Mizoram. Out of 300 teachers 150 from arts stream, 100 from science stream and 50 teachers from commerce stream were selected for the study. Purposive sampling technique is used for data collection.

Research Tools

The following tools were selected and used by the investigator in the study. The following tools were used for the present study:

1. RCE. Mental Health Scale developed by Anand, S. P. (1992),
2. Job Satisfaction Scale (Dr. Amar Singh and Dr.T.R.Sharma, 2006)

6.1.6 Procedure

This study was approved by the different Boards like Departmental Research Committee, School Board and Academic Council and ethics committee of Mizoram University. Further, the undergraduate teachers were assured that their responses would be kept confidential. Before conducting the final survey the researcher conducted a pilot study in the month of July 2017 on teachers of degree colleges of Mizoram. After the preparation of final draft of the questionnaire for the teachers, as per the suggestions and remarks of the experts, the researcher first administered the questionnaire over a sample 20 teachers of Harngbana College, Aizawl. Each teacher was asked to respond to each item. So, to estimate the reliability of the questionnaire the investigator after three months again administered the previous questionnaire on the same sample. The responses taken from the teachers in the second time were represented numerically and two sets of scores were obtained for the analysis of responses of teachers.

The researcher correlated the two sets of scores of Mental Health and Job Satisfaction by Cronbach's alpha and Kuder-Richardson Formula 20 methods. The value of r in case of Mental Health found 0.9634 and the value of r in case of Job Satisfaction is 0.869 which is very high. Thus the questionnaires were very reliable.

The researcher met the principals of the respective degree colleges, narrated her purpose and plan of data collection and obtained formal permission from them to collect the data. Researcher visited several times the concerned college to collect the data from the required sample teachers. The principals of the respective colleges

introduced the researcher with the staff. Researcher narrated her purpose, the significance of visit and made good rapport with the subjects with informal discussion and finally when she was assured that the psychological climate of the staff room was good enough for the test administration, she began her job. The researcher handed over the questionnaire to all the respondents and explained to them how they should fill in the questionnaires. The researcher clarified some of the doubts raised by the some of the teachers. They were given sufficient time to fill in the questionnaires. The filled in questionnaires were collected from the teachers personally, critically examined, quantified as far as possible and tabulated systematically for further analysis. In this way the data collection in all the selected colleges were covered.

6.1.7 Statistical Analysis

1. Descriptive Statistics – For the present study, statistics such as mean, median, standard deviation, standard error were calculated. Moreover, bar diagrams were plotted for each variable under consideration to show the picture proportion of the total in striking way.
2. Inferential Statistics – Inferential statistics were applied to make generalizations or inferences about the population from the observation of characteristics of sample. For the present study factorial ANOVA design adopted to find out whether there was any significant mean difference among the variables under consideration. Correlational Statistics and Multiple Regression Analysis was also applied in the study.

6.1.8 Findings

The findings of the study are -

1. The college teachers of Mizoram posses higher Mental Health.
2. There is significant influence of gender on the mental health of college teachers of Mizoram. But gender influenced not observed on the sub same i.e. mental health of college teachers working in arts, science and commerce college.
3. There is significant influence of stream on mental health of college teachers in Mizoram. Difference in mental health observed on the means scores of arts and commerce as well as science and commerce teachers. Difference was not found in the mental health of arts and science college teachers.
4. There is no significant influence of teaching experience on the mental health of college teachers of Mizoram. In terms of stream background difference in mental health of 10 years and above ten years teaching experience observed in science college teachers and not in arts stream as well as commerce stream.
5. The college teachers of Mizoram posses higher job satisfaction.
6. There is no significant influence of gender on the job satisfaction of college teachers of Mizoram.
7. There is significant influence of stream on job satisfaction of college teachers in Mizoram. Difference in job satisfaction observed only between college teachers of science and commerce college teachers. Whereas difference is not observed in job satisfaction of college teachers of science and arts stream.
8. There is a significant influence of teaching experience on the job satisfaction of college teachers of Mizoram. In terms of stream background, teaching

experience influenced on the job satisfaction of college teachers of arts as well as science stream and not on the job satisfaction of commerce college teachers.

9. Significant linear positive correlation exists in the Mental Health and job satisfaction of college teachers of Mizoram. Thus, both the variables tend increase together.
10. Job Satisfaction significantly predicts mental health of college teachers of Mizoram. Job Satisfaction predicts 15.6% of mental health of teachers of Arts College; Job Satisfaction predicts 13.9% Mental health of teachers of Science college and Job Satisfaction predicts 25.5% Mental health of teachers of commerce college. The regression equation obtained for the total sample as well as sub sample i.e. arts, science and commerce section predict mental health from the job satisfaction of college teachers of Mizoram.
11. The dimension of mental health by stream wise analysis found that
 - a. Commerce college teachers possess higher self-concept than the Science and arts college teachers.
 - b. Commerce college teachers possess higher concept of life than the Science and arts college teachers.
 - c. Commerce college teachers possess higher Perception of Self amongst others than the Arts and science college teachers.
 - d. Commerce college teachers possess higher perception of others than the science and science college teachers
 - e. Commerce college teachers possess higher personal adjustment than the science and arts college teachers.

- f. Commerce college teachers possess higher record of achievement than the arts and science college teachers.
12. The dimension of job satisfaction by stream wise analysis found that
- Science college teachers possess higher satisfaction with excursion, place of position and working condition than the commerce and arts college teachers.
 - Science college teachers possess higher satisfaction with cooperation, democratic function than the arts and commerce college teachers.
 - Science college teachers possess higher satisfaction with intelligence and social circle than the arts and commerce college teachers.
 - Science college teachers possess higher satisfaction with salary and allowance than the arts and commerce teachers.
 - Science college teachers possess higher satisfaction with quality of live and national economy than the arts and commerce college teachers.

6.2 Recommendations of the Study

The Mental Health and Job Satisfaction of the degree college teachers of Mizoram can be improved through the following means:

- Individual needs of college teachers must be addressed by the state government.
- Mental health of the college teachers should be measured by third party agency in a gap of stipulated time period and appropriate intervention must be given the State government.

- The State government must extend financial assistance to the colleges for improving the infrastructural facilities of degree colleges.
- Establishment of Guidance and counselling Clinics by the State government or welfare association.
- The teachers who are due for promotion should be promoted as at when due as this will keep them motivated and encouraged in the profession.
- The government of Mizoram should create the provision for awarding the best college teachers like other States. .
- University should take necessary steps to promote the college teachers for doing research work like Ph.D. guidance and Projects.
- College authorities should also provide grants to teachers so that they can go for seminars, workshop, further training in their carriers as this will help to the teachers refreshed in their profession
- Principal of the concern college need to adopt ‘open-door’ policies, and encouraging staff to share their issues, and ensure that problems can be appropriately addressed.
- The other peripheral activates assigned by the state government to the teachers must be reduced
- Teachers training programme must be reoriented.

6.3 Educational Implications

- The findings of the study can have the following educational implications for the qualitative improvement of the college teachers. In line with it, there is an urgent need to recognize that the government and the community both have

big responsibility to create healthy conditions for work, motivate and inspire teachers to engage in constructive and creative activities.

- Making the college environment more attractive: - It has become important for all of us to try and help prepare our mental health better by modifying the environment to a greater extent so that the external danger is eliminated. The college environment should be a place of joy and happiness for the teachers as well as the learners for effective teaching and learning. College environment should be developed as a center of meaningful engagement and creativity.
- Cordial relationship among the teachers irrespective of stream of education: Cordial relationship must exist among the teachers respective of stream of education for ensuring stability and for smooth functioning of college. It brings positive relationship avoiding personal rivalry, jealousy among the peer group and the teaching faculty, etc.
- This study will help the degree college teachers of Mizoram to promote research and innovation.
- This study will facilitate the teachers to reduce worry, tension and depression about their students' performance.
- This study will be useful to the State government of Mizoram to avoid assigning peripheral activities to the teachers which hamper the teaching-learning activities in colleges.
- In service Programme-Administrators and higher educational authorities should arrange in-service training for teachers to refresh their knowledge of content and teaching method.

- This study will be helpful for organizing Seminars, workshops and conferences on various issues related to teachers and teaching learning process.

6.4 Suggestions for Further Research

- Similar study can be undertaken in other states of India also, since it is confined to Mizoram state only
- Similar study can be undertaken on primary school, higher secondary school, and university teachers
- Similar study can be undertaken on other professions.
- Similar study can be undertaken in order to find out other variables influencing the mental health of teachers.
- The samples of only 300 teachers were considered. A study may be conducted on large population to search at very definite conclusions regarding teacher job satisfaction, mental health.
- The study was confined only to variable of teacher job satisfaction, mental health. The further investigation can be made by taking other variables like value dimension, occupational stress, teaching style.
- A study can be conducted on relationship between quality of life, mental health and occupational stress of teachers.

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APPENDIX-A

MIZORAM UNIVERSITY DEPARTMENT OF EDUCATION AIZAWL

Sir /Madam,

With profound regards I want to request you that, a research study is going to be conducted by Department of Education, Mizoram University, Aizawl on ‘Mental Health and Job Satisfaction of College Teachers of Mizoram in Relation to their Gender’, Teaching Experience and Stream of Education. I required your support in this regard. A list of 60 statements is presented before you. Please read each statement carefully and record your reactions to it by encircling on any one of the five (*Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree*) alternatives given against it. One by one, please respond to all the statements. It is your opinion. Please feel free to respond without hesitation or reservation. Rest assured your responses will be kept strictly confidential and shall be used for research purpose only.

Thanking You.

Yours Faithfully,

(LOUISE V.L. RINSANGI)
Research Scholar,
Department of Education,
Mizoram University,
Aizawl.

Please fill up the following information
(Part-A)
Demographic Data

Name: -----

Educational Qualification :-----

Designation:-----

Age: -----

Sex: -----

College Name: -----

Stream of Education: -----

Subject :-----

Teaching experience in years :-----

(Part-B)

SA - Strongly Agree	UD – Undecided/	D - Disagree
A - Agree	Uncertain	SD-Strongly disagree

- | | | | | | |
|--|----|---|----|---|----|
| 1. We better discuss our matters with others. | SA | A | UD | D | SD |
| 2. I like respecting the feelings of others. | SA | A | UD | D | SD |
| 3. We are the creation of the same one Almighty. | SA | A | UD | D | SD |
| 4. Luck has always betrayed me. | SA | A | UD | D | SD |
| 5. I find people jealous of me for nothing. | SA | A | UD | D | SD |
| 6. Life is a burden. | SA | A | UD | D | SD |
| 7. I am a failure in my life. | SA | A | UD | D | SD |
| 8. I enjoy my life as such. | SA | A | UD | D | SD |
| 9. We have to work to claim what is in store for us. | SA | A | UD | D | SD |
| 10. I am considered an uncompromising person. | SA | A | UD | D | SD |
| 11. Human life is full of miseries. | SA | A | UD | D | SD |
| 12. Adjustment in life has been a mirage for me. | SA | A | UD | D | SD |
| 13. ‘Simple living and high thinking’ is a myth. | SA | A | UD | D | SD |

14.	People listen to me seriously.	SA	A	UD	D	SD
15.	People find me misfit in get-togethers.	SA	A	UD	D	SD
16.	Mine is a life without any specific purpose.	SA	A	UD	D	SD
17.	I make a mess of my matters and affairs.	SA	A	UD	D	SD
18.	Life is as we take it or make it.	SA	A	UD	D	SD
19.	Luck is entirely to be blamed for our failure.	SA	A	UD	D	SD
20.	I enjoy the reputation of an honest person.	SAA		UD	D	SD
21.	My achievements outnumber my failures in life.	SAA	UD		D	SD
22.	Life is an illusion.	SA	A	UD	D	SD
23.	It is of no use to share our thoughts with others.	SA	A	UD	D	SD
24.	I could never adjust with my circumstances.	SA	A	UD	D	SD
25.	People avoid my company.	SA	A	UD	D	SD
26.	People are not keen to be in contact with me.	SA	A	UD	D	SD
27.	People find in me a good friend.	SA	A	UD	D	SD
28.	Achievements keep a distance from me.	SA	A	UD	D	SD
29.	I feel indebted to my fellow human beings.	SA	A	UD	D	SD
30.	My friends give me no importance.	SA	A	UD	D	SD
31.	I am not satisfied with my achievements in life.	SA	A	UD	D	SD
32.	People really need helping hand many a times.	SA	A	UD	D	SD
33.	People do not take me into their confidence.	SA	A	UD	D	SD
34.	Failures are but to dishearten us in life.	SA	A	UD	D	SD
35.	I have no set aim of my life.	SA	A	UD	D	SD
36.	I am taken to be a difficult person.	SA	A	UD	D	SD
37.	People never doubt my integrity.	SA	A	UD	D	SD

38.	You do for people, they will never be grateful.	SA	A	UD	D	SD
39.	I rarely find good friends in this world.	SA	A	UD	D	SD
40.	People are usually unreliable.	SA	A	UD	D	SD
41.	I usually miss to get whatever I deserve.	SA	A	UD	D	SD
42.	It could only be self-centered life a satisfied life.	SA	A	UD	D	SD
43.	This life is a sort of punishment.	SA	A	UD	D	SD
44.	Life hangs heavy on me.	SA	A	UD	D	SD
45.	Life is precious.	SA	A	UD	D	SD
46.	I am usually taken as a self-centered person.	SA	A	UD	D	SD
47.	I have never been denied my fruits of labor.	SA	A	UD	D	SD
48.	I am not successful to make adjustments in life.	SA	A	UD	D	SD
49.	This life is a great misfortune for me.	SA	A	UD	D	SD
50.	I receive due recognition wherever I go.	SA	A	UD	D	SD
51.	Satisfaction and dissatisfaction is part of life.	SA	A	UD	D	SD
52.	There is no charm in life.	SA	A	UD	D	SD
53.	Achievements await investments of our efforts.	SA	A	UD	D	SD
54.	I am proud of my style of life.	SA	A	UD	D	SD
55.	I suffer from inferiority complex.	SA	A	UD	D	SD
56.	Money is all in life.	SA	A	UD	D	SD
57.	I am an unlucky fellow.	SA	A	UD	D	SD
58.	God has seldom been kind to me.	SA	A	UD	D	SD
59.	I can't claim to be a humble person.	SA	A	UD	D	SD
60.	People rely on my counsel.	SA	A	UD	D	SD

APPENDIX-B

JOB SATISFACTION SCALE

1. In the society in general, as a result of the job I hold, my social status..

Excellent Good So so Poor Very Poor

2. With regard to economic advantages, like salary, allowances, etc., I rate my job as

*Extremely Very Moderately Poorly Not
Satisfying Satisfying Satisfying Satisfying Satisfying*

3. The training, orientation and experiences that I have got while on job has improved my competence and efficiency as a man

Very Greatly Sufficiency Inadequately Not at all

4. Keeping individual factors like intelligence, capacity, diligence, etc., in view, I genuinely feel that I am

*Far Superior Equal Less Much less
Superior to the to the than the than the
to the job job job job job*

5. With regard to post retirement benefits, like pension, gratuity, etc., I rate my job as

Aye-one Good So so Bad

6. In/At my job the inbuilt programmes for recreations, entertainments, like picnics, outings, variety programmes etc., are there.....

In plenty In good measure Sufficient Poor Very poor

7. As a result of the job that I hold, my social circle has widened to my

Very great advantage *Great advantage* *Advantage* *A little advantage* *No advantage*

8. Do you agree that your bosses and colleagues are cooperative, helpful and inspiring people for better and sincere work

Strongly agree *Agree* *Poorly agree* *Slightly agree* *Disagree*

9. My job provides facilities like medical care, housing, subsided rationing, travelling, etc.....

Very adequate *Adequate* *So so* *Inadequate* *Nil*

10. My job is responsible for developing in me a desirable style of life, with regard to habits and attitudes

To a very great extent *To a great extent* *To a moderate extent* *To some extent* *To no mea*

11. My job gives me time and opportunities to attend to my family

Very easily *Easily* *Without difficulty* *With difficulty* *Not at all*

12. By virtue of the job that I hold, opportunities to get certain other positions, ex-officio, etc, are

Very many *Many* *Moderate* *Few* *Nil*

13. Places of posting in my job are irksome and inconvenient to me and my family

Very frequently *Frequently* *Occasionally* *Rarely* *Never*

14. My job in its own way is trying to improve the quality of life, i.e., it endeavours to make a better man. Do you agree?

Yes-yes *Yes* *Yes-no* *No* *No-no*

15. On the scale of democratic functioning, I rate my job as

Extremely democratic Very democratic Slightly democratic Sometimes democratic Un-democratic democratic

16. Keeping employment requirements like qualification, training, etc., as equal, I rate my job in comparison with others as

Much higher Higher As per Low Very low

17. My job is so absorbing that even in the absence of overtime allowance, I am willing to work on sundays, holidays, etc., and also at late hours.....

Always Frequently Now and then Under Compulsion Never

18. In some emergency after me, my job has provisions to offer job to my children or family, ex gratia grants, etc.....

In plenty In good measure Sufficient Poor Very poor

19. The working conditions like comfortable seating's, adequate temperature, humidity, hygienic and healthy environment of office/work place are

Very satisfactory Satisfactory Only slightly satisfactory Unsatisfactory Not at all satisfactory

20. My job is light enough to enable me to undertake side jobs in a

Big measure Good measure Quite measure Few Nil

21. Malpractices like corruption, favoritism, etc., are there in my job also....

In abundance Sufficiently Moderately Slightly Not at all

22. Do you agree that your job or profession in any way adds to the economy and development of the nation?

Strongly agree Agree Poorly agree Slightly disagree Completely disagree

23. I give chance I shall put my children to the job that I am in. Do you agree?

Very strongly *strongly* *moderately* *Rarely* *Never*

24. ‘Work is worship’ was perhaps spoken about the job that I hold.....

Very right *Quite right* *Not right* *Wrong* *Stupid*

25. Communication network (both upward and downward) in my profession is

.....

Very *Sufficiently* *Slightly* *Inadequate* *Very*
adequate *adequate* *adequate* *adequate*

APPENDIX-C
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Name & Institutional Address of the Supervisor/Joint Supervisor	MIZORAM UNIVERSITY	
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DEGREE : Ph.D.
DEPARTMENT : EDUCATION
TITLE OF THESIS : MENTAL HEALTH AND JOB SATISFACTION OF COLLEGE TEACHERS OF MIZORAM IN RELATION TO THEIR GENDER, TEACHING EXPERIENCE AND STREAM OF EDUCATION

DATE OF PAYMENT

OF ADMISSION : 6.8.2015

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2. SCHOOL BOARD OF

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**MENTAL HEALTH AND JOB SATISFACTION OF COLLEGE
TEACHERS OF MIZORAM IN RELATION TO THEIR
GENDER, TEACHING EXPERIENCE AND STREAM OF
EDUCATION**

ABSTRACT

SUBMITTED BY

LOUISE V.L. RINSANGI

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

ABSTRACT

Need of the study

It is very much acknowledged that education is basic for the general development of the country. One can't name even a solitary calling where the job of education can be undermined. In this manner, education fills in as spine for the advancement of the country. Additionally, a teacher holds a vital position as he/she holds the incredible obligation of instructing the future generation. On the other hand, if a teacher feels fulfilled, she/he will be in a situation to adapt to the educational objectives in a fruitful way. In this manner, it is imperative to ponder and comprehend teacher's views on of job satisfaction at both macro and micro level, which may bring a progress for the advancement of society.

A teacher assumes a respectable job in the society. Teachers affect the society they live in. They give extraordinary contribution to structure an ideal and dynamic culture. They convey the duty of granting learning and education. Apart from guardians, they are ones that give knowledge and value to the children to shoulder the duty of structure a robust country. Students are profoundly influenced by the teachers love, their character, their ability and their ethical responsibility. A prominent teacher turns into a model for their students. The students attempt to follow their teacher in the habits, ensembles, manners, style of discussion and their get up. They can lead them anyplace. During the underlying long periods of education, teachers help students decide their objective and desire throughout everyday life. They likewise help students shape up their tentative arrangements. In

this way a decent and a canny visionary teacher assume an extraordinary job in getting down to business their student's future. The significance of a teacher to model who and what is to come, requests that simply the best, most insightful and skilled individuals from our intellectuals ought to be allowed to meet all requirements for this respectable calling. A prevalent and effective educational framework requires a well-regarded and great teaching staff. At the end of the day, the high quality scholastic staff is the foundation of an effective educational framework. The objective of higher education is to take a step at scholarly advancement, bestow complete knowledge, give high quality education to students, in this way, taking into account the improvement demands of the country. None of these objectives can be cultivated without the assistance of successful and qualified teachers. Extraordinary teachers and superb education in any nation of the world have assumed an unavoidable job in the advancement of the nation. Along these lines, the level of satisfaction of teachers towards their job is critical to consider. The contribution and duty of the teachers to their calling is viewed as most significant component of job satisfaction. The eventual fate of each college is subjected to the satisfaction level of its teaching staff. The comprehension of factors influencing the job satisfaction of college teachers are of most extreme significance for the usage of a fruitful, inventive and dynamic educational framework.

For any productive teaching-learning procedure job satisfaction of the teachers are of primary significance. Being a complex concept it includes different individual, institutional and social angles. On one hand, the teachers accomplish sufficient job satisfaction they will be in a situation to satisfy the educational objectives and inspirational objectives as well as the working as boondocks social laborer. In some

ongoing investigation it was set up that teachers are persuaded more by internal reward such as dignity, duty and a feeling of achievement, than by extraneous prizes like compensation and other money related advantages (Johnson, 1979; Maehr et.al, 1990; Peire & Baker, 1997; Gordon S. Dark Corporation, 1999). Minister (1982) subsequent to directing a review on teachers realized the need for job satisfaction, including that high internal inspiration, work satisfaction and high quality execution rely upon three basic mental states experience meaningfulness, duty towards the goal and knowledge of outcome. Study report of Gordon S. Dark Corporation (1999) likewise reported acknowledgment for greatness as one of the top drivers of satisfaction among teachers. Back ground variables, for example, age, sex, long stretches of experience were observed to be identified with teachers 'job satisfaction however not as significant as work conditions.

The cornerstone of the entire informative undertaking is the instructor. Mentor applies a good deal of effect on the pupils as well as the conduct is the same major variable in the teaching learning system. For that reason, nothing is often as substantial as providing the instructors the very best proficient planning and making satisfactory states of work. Furthermore, in case the teacher is not sound in his mental health, he cannot do justice to pupils and cannot provide guidance in the right manner.

Nowadays, be that as it might, there is a notion that the instructors do not have satisfaction in their jobs. By all accounts a developing dissatisfaction towards the job of theirs due to which standards of training is actually falling. Instructors are disappointed despite different blueprints & projects, which are performed to enhance

their job setting. Dissatisfied teachers, in hate having excellent as well as sound scholarly vocation and expertise, will do miserable performance since they will neither perform wholeheartedly nor will they make an effort to add anything to educational process.

The mental health of mentor is crucial for raising the standards as well as coaching of administrations. The teacher is able to boost his personal mental health through the events during his teaching experience that he is able to grow the comprehension of his understanding of himself, accept himself as he's as well as have a functioning component in directing his own life instead of being content with responding to pressures.

Work assumes an obvious importance in our lives. It possesses extra time compared to a few other individual activities and it provides the monetary premise to the way of living. Therefore, Job satisfaction is actually a tremendous phenomenon in organizational exploration since it impacts the normal prosperity of the business. Fulfilled representatives make more and more beneficial workplace for the businesses. They have a good assessment of their job, in their perceptions as well as enthusiastic encounters. The fulfilled employees engage themselves in even more communitarian endeavors and acknowledge organizational goals as opposed to the dissatisfied versions (Ostroff, 1992). They will seem to be certain to talk favorably about the business, help others and go beyond the normal dreams in their job. Furthermore, fulfilled employees might be progressively inclined to go beyond the obligation at hand since they have to respond to their good experience.

More noteworthy job satisfaction is probably going to direct in the long run to increasingly compelling working of the individual and the organization in general. The fulfilled specialist is by and large an increasingly adaptable and better balanced individual who has the ability to conquer the impacts of a situation. He is increasingly reasonable about his own circumstance and objectives. The laborer disappointed with his job, conversely, is regularly unbending, unyielding, ridiculous in his selection of objectives, unfit to defeat environmental hindrances and for the most part troubled and disappointed. Absence of job satisfaction can be a significant source of every day stress. There can be different reasons of job dissatisfaction, for example, quarreling colleagues, strife with boss, not having essential gear or resources to succeed, absence of chances for advancement, having close to nothing or nothing to do with choices that influence the specialist, dread of losing the job, or excessively routine work and monotony.

In the education field, the social prosperity, growth and development of the students depends on the eagerness, productivity and expert abilities of the teachers. The advancement and fate of education, its quality and standards will depend upon how and by whom youthful people are instructed. In this unique situation, an investigation of job satisfaction can give data to educational heads to enable them to comprehend the teachers in a superior manner and investigate the most ideal approaches to amplify the vocation modification of the college teachers.

Statement of the Problem

Mental Health and Job Satisfaction of College Teachers of Mizoram in relation to their Gender, Teaching experience and Stream of Education.

Objectives of the Study

The broad objectives of the study are:

1. To study the mental health of college teachers of Mizoram.
2. To study the job satisfaction of college teachers of Mizoram.
3. To compare the mental health of college teachers on the basis of their gender, teaching experience and stream of education.
4. To compare the job satisfaction of college teachers on the basis of their gender, teaching experience and stream of education.
5. To examine the relationship between mental health and job satisfaction of college teachers.

Hypotheses

The study was undertaken to test and verify the following hypotheses:

1. There is no significant difference in the mental health of college teachers of Mizoram.
2. There is no significant difference between the mental health of male and female college teachers of Mizoram.
3. There is no significant difference between the mental health of male and female arts college teachers of Mizoram.
4. There is no significant difference between the mental health of male and female science college teachers of Mizoram.

5. There is no significant difference between the mental health of male and female commerce college teachers of Mizoram.
6. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their mental health.
7. There is no significant difference in mental health scores of college teachers of Mizoram with reference to their teaching experience.
8. There is no significant difference in mental health scores of arts college teachers of Mizoram with reference to their teaching experience.
9. There is no significant difference in mental health scores of science college teachers of Mizoram with reference to their teaching experience.
10. There is no significant difference in mental health scores of commerce college teachers of Mizoram with reference to their teaching experience.
11. There is no significant difference in the job satisfaction of college teachers of Mizoram.
12. There is no significant difference between the Job Satisfaction of male and female college teachers of Mizoram.
13. There is no significant difference between the Job Satisfaction of male and female arts college teachers of Mizoram.
14. There is no significant difference between the Job Satisfaction of male and female science college teachers of Mizoram.
15. There is no significant difference between the Job Satisfaction of male and female commerce college teachers of Mizoram.
16. There is no significant difference between the of college teachers of Mizoram belonging to different streams of education of their Job Satisfaction.

17. There is no significant difference in Job Satisfaction scores of college teachers of Mizoram with reference to their teaching experience.
18. There is no significant difference in Job Satisfaction scores of arts college teachers of Mizoram with reference to their teaching experience.
19. There is no significant difference in Job Satisfaction scores of science college teachers of Mizoram with reference to their teaching experience.
20. There is no significant difference in Job Satisfaction scores of commerce college teachers of Mizoram with reference to their teaching experience.
21. There is no significant relationship between the mental health and job satisfaction of college teachers of Mizoram.
22. There is no significant relationship between the mental health and job satisfaction of arts college teachers of Mizoram.
23. There is no significant relationship between the mental health and job satisfaction of science college teachers of Mizoram.
24. There is no significant relationship between the mental health and job satisfaction of commerce college teachers of Mizoram.
25. Job Satisfaction is not a significant predictor of Mental Health Scores of degree college teachers of Mizoram.
26. Job Satisfaction is not a significant predictor of Mental Health Scores of arts degree college teachers of Mizoram.
27. Job Satisfaction is not a significant predictor of Mental Health Scores of science degree college teachers of Mizoram.
28. Job Satisfaction is not a significant predictor of Mental Health Scores of commerce degree college teachers of Mizoram

Operational Definitions of the Terms Used

The terms used at the name of the study carry several particular meanings. The operational characterization of the terms is provided as follows -

1. **Mental Health:** Mental Health in this study refers to mental health of college teachers of Mizoram and their effectiveness, satisfaction and pride in the activities of their work
2. **Job Satisfaction:** "Job Satisfaction" includes to the satisfaction of college teachers' hands on inherent components (factors lying in the task itself) as well as job extraneous factors (factors lying outside the job).
3. **College Teachers:** College teacher here mean teachers working in different degree colleges in Arts, Science and Commerce stream of Mizoram.
4. **Teaching Experience:** Teaching experience in this study refers to only college teachers of Mizoram who are having teaching experience of below ten years and above ten years.
5. **Stream of Education:** Streams of education in this study refers to Arts, Science and Commerce streams in degree colleges of Mizoram.

Methodology

Research Method

The study was conducted through descriptive method of research. The descriptive method has been the most widely used research method in education. The method

requires sample and related research instrument for collection of data and conduct of the study.

Population

All degree college teachers of Mizoram constituted the population of the present study.

Sample

For collection of relevant data, the investigator selected 300-degree college teachers of Mizoram. Out of 300 teachers 150 from arts stream, 100 from science stream and 50 teachers from commerce stream were selected for the study. Purposive sampling technique is used for data collection.

Research Tools

The following tools were selected and used by the investigator in the study. The following tools were used for the present study:

1. RCE. Mental Health Scale developed by Anand, S. P. (1992),
2. Job Satisfaction Scale (Dr. Amar Singh and Dr. T.R.Sharma, 2006)

Procedure

This study was approved by the different Boards like Departmental Research Committee, School Board and Academic Council and ethics committee of Mizoram University. Further, the undergraduate teachers were assured that their responses would be kept confidential. Before conducting the final survey the researcher conducted a pilot study in the month of July 2017 on teachers of degree colleges of Mizoram. After the preparation of final draft of the questionnaire for the teachers, as

per the suggestions and remarks of the experts, the researcher first administered the questionnaire over a sample 20 teachers of Harngbana College, Aizawl. Each teacher was asked to respond to each item. So, to estimate the reliability of the questionnaire the investigator after three months again administered the previous questionnaire on the same sample. The responses taken from the teachers in the second time were represented numerically and two sets of scores were obtained for the analysis of responses of teachers.

The researcher correlated the two sets of scores of Mental Health and Job Satisfaction by Cronbach's alpha and Kuder-Richardson Formula 20 methods. The value of r in case of Mental Health found 0.9634 and the value of r in case of Job Satisfaction is 0.869 which is very high. Thus the questionnaires were very reliable.

The researcher met the principals of the respective degree colleges, narrated her purpose and plan of data collection and obtained formal permission from them to collect the data. Researcher visited several times the concerned college to collect the data from the required sample teachers. The principals of the respective colleges introduced the researcher with the staff. Researcher narrated her purpose, the significance of visit and made good rapport with the subjects with informal discussion and finally when she was assured that the psychological climate of the staff room was good enough for the test administration, she began her job. The researcher handed over the questionnaire to all the respondents and explained to them how they should fill in the questionnaires. The researcher clarified some of the doubts raised by the some of the teachers. They were given sufficient time to fill in

the questionnaires. The filled in questionnaires were collected from the teachers personally, critically examined, quantified as far as possible and tabulated systematically for further analysis. In this way the data collection in all the selected colleges were covered.

Statistical Analysis

1. Descriptive Statistics – For the present study, statistics such as mean, median, standard deviation, standard error were calculated. Moreover, bar diagrams were plotted for each variable under consideration to show the picture proportion of the total in striking way.
2. Inferential Statistics – Inferential statistics were applied to make generalizations or inferences about the population from the observation of characteristics of sample. For the present study factorial ANOVA design adopted to find out whether there was any significant mean difference among the variables under consideration. Correlational Statistics and Multiple Regression Analysis was also applied in the study.

Findings

The findings of the study are -

1. The college teachers of Mizoram posses higher Mental Health.
2. There is significant influence of gender on the mental health of college teachers of Mizoram. But gender influenced not observed on the sub same i.e. mental health of college teachers working in arts, science and commerce college.

3. There is significant influence of stream on mental health of college teachers in Mizoram. Difference in mental health observed on the means scores of arts and commerce as well science and commerce teachers. Difference was not found in the mental health of arts and science college teachers.
4. There is no significant influence of teaching experience on the mental health of college teachers of Mizoram. In terms of stream background difference in mental health of 10 years and above ten years teaching experience observed in science college teachers and not in arts stream as well as commerce stream.
5. The college teachers of Mizoram posses higher job satisfaction.
6. There is no significant influence of gender on the job satisfaction of college teachers of Mizoram.
7. There is significant influence of stream on job satisfaction of college teachers in Mizoram. Difference in job satisfaction observed only between college teachers of science and commerce college teachers. Whereas difference is not observed in job satisfaction of college teachers of science and arts stream.
8. There is a significant influence of teaching experience on the job satisfaction of college teachers of Mizoram. In terms of stream background, teaching experience influenced on the job satisfaction of college teachers of arts as well as science stream and not on the job satisfaction of commerce college teachers.
9. Significant linear positive correlation exists in the Mental Health and job satisfaction of college teachers of Mizoram. Thus, both the variables tend increase together.

10. Job Satisfaction significantly predicts mental health of college teachers of Mizoram. Job Satisfaction predicts 15.6% of mental health of teachers of Arts College; Job Satisfaction predicts 13.9% Mental health of teachers of Science college and Job Satisfaction predicts 25.5% Mental health of teachers of commerce college. The regression equation obtained for the total sample as well as sub sample i.e. arts, science and commerce section predict mental health from the job satisfaction of college teachers of Mizoram.

11. The dimension of mental health by stream wise analysis found that

- a. Commerce college teachers possess higher self-concept than the science and arts college teachers.
- b. Commerce college teachers possess higher concept of life than the Science and arts college teachers.
- c. Commerce college teachers possess higher Perception of Self amongst others than the arts and science college teachers.
- d. Commerce college teachers possess higher perception of others than the science and science college teachers
- e. Commerce college teachers possess higher personal adjustment than the science and arts college teachers.
- f. Commerce college teachers possess higher record of achievement than the arts and science college teachers.

12. The dimension of job satisfaction by stream wise analysis found that -

- a. Science college teachers possess higher satisfaction with excursion, place of position and working condition than the commerce and arts college teachers.

- b. Science college teachers possess higher satisfaction with cooperation, democratic function than the arts and commerce college teachers.
- c. Science college teachers possess higher satisfaction with intelligence and social circle than the arts and commerce college teachers.
- d. Science college teachers possess higher satisfaction with salary and allowance than the arts and commerce teachers.
- e. Science college teachers possess higher satisfaction with quality of live and national economy than the arts and commerce college teachers.

Recommendations of the Study

The Mental Health and Job Satisfaction of the degree college teachers of Mizoram can be improved through the following means -

- Individual needs of college teachers must be addressed by the state government.
- Mental health of the college teachers should be measured by third party agency in a gap of stipulated time period and appropriate intervention must be given by the State government.
- The State government must extend financial assistance to the colleges for improving the infrastructural facilities of degree colleges.
- State government may establish of Guidance and counselling Clinics in the degree colleges. The teachers who are due for promotion should be promoted as at when due.

- The government of Mizoram should create the provision for awarding the best college teachers like other States. .
- University should take necessary steps to promote the college teachers for doing research work like Ph. D. guidance and Projects.
- College authorities should also provide grants to teachers so that they can go for seminars, workshop, further training in their carriers.

Educational Implications

- The findings of the study can have the following educational implications for the qualitative improvement of the college teachers. In line with it, there is an urgent need to recognize that the government and the community both have big responsibility to create healthy conditions for work, motivate and inspire teachers to engage in constructive and creative activities.
- Making the college environment more attractive: - It has become important for all of us to try and help prepare our mental health better by modifying the environment to a greater extent so that the external danger is eliminated. The college environment should be a place of joy and happiness for the teachers as well as the learners for effective teaching and learning. College environment should be developed as a center of meaningful engagement and creativity.
- Cordial relationship among the teachers irrespective of stream of education: Cordial relationship must exist among the teachers respective of stream of education for ensuring stability and for smooth functioning of college. It

brings positive relationship avoiding personal rivalry, jealousy among the peer group and the teaching faculty, etc.

- This study will help the degree college teachers of Mizoram to promote research and innovation.
- This study will facilitate the teachers to reduce worry, tension and depression about their students' performance.
- This study will be useful to the State government of Mizoram to avoid assigning peripheral activities to the teachers which hamper the teaching-learning activities in colleges.
- In service Programme-Administrators and higher educational authorities should arrange in-service training for teachers to refresh their knowledge of content and teaching method.
- This study will be helpful for organizing Seminars, workshops and conferences on various issues related to teachers and teaching learning process.

Suggestions for Further Research

- Similar study can be undertaken in other states of India also, since it is confined to Mizoram state only
- Similar study can be undertaken on primary school, higher secondary school, and university teachers.
- Similar study can be undertaken on other professions.
- Similar study can be undertaken in order to find out other variables influencing the mental health of teachers.

- The samples of only 300 teachers were considered. A study may be conducted on large population to search at very definite conclusions regarding teacher job satisfaction, mental health.
- The study was confined only to variable of teacher job satisfaction, mental health. The further investigation can be made by taking other variables like value dimension, occupational stress, teaching style.
- A study can be conducted on relationship between quality of life, mental health and occupational stress of teachers.