

**JOB SATISFACTION, PROFESSIONAL COMMITMENT AND
BURNOUT OF TEACHERS IN AFFILIATED COLLEGES OF
MIZORAM UNIVERSITY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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**DEPARTMENT OF EDUCATION
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OF TEACHERS IN AFFILIATED COLLEGES OF MIZORAM UNIVERSITY**

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Submitted

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



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CERTIFICATE

This is to certify that Mr. Dickson Vanlalruata Chinzah, a Ph.D. Scholar Registration No. MZU/Ph.D./1517 of 09.10.2020 has worked on the thesis entitled, 'Job Satisfaction, Professional Commitment and Burnout of Teachers in Affiliated Colleges of Mizoram University', for the Degree of Doctor of Philosophy in Education of the Mizoram University, Aizawl, Mizoram. In preparing the thesis, he has fulfilled all criteria prescribed by the UGC regulation 2018 (Minimum Standard and Procedure Governing Ph.D. Regulation). He has fulfilled the mandatory publication and seminar presentation (enclosed). This thesis embodies the record of original investigation carried out by him under my supervision and has not been submitted for any degree to any other University. He has been duly registered and the thesis presented is worthy of being considered for the award of Ph.D. degree.

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I DICKSON VANLALRUATA CHINZAH, 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/Institute.

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Dated: Aizawl
The 11th September 2025

(DICKSON VANLALRUATA CHINZAH)

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CHAPTER- 1

INTRODUCTION

“What the teacher is, is more important than what he teaches”

-Karl Menninger

“Invest in our teachers, and our children will succeed”

-Barack Obama

1.1.0 BACKGROUND OF THE STUDY

Karl Menninger’s assertion, “What the teacher is, is more important than what he teaches,” expressed the critical importance of a teacher’s character, dedication, and passion in shaping the educational experiences and outcomes of students. (Menninger, as cited in Chaudhary, 2024) This perspective suggests that the personal and professional qualities of educators significantly influence their effectiveness, extending beyond the mere transmission of knowledge. Similarly, Barack Obama’s proclamation, “Invest in our teachers, and our children will succeed,” emphasizes the necessity of providing teachers with adequate resources, professional development, and respect to foster their growth and well-being. This investment is pivotal for ensuring high levels of job satisfaction and professional commitment, thereby mitigating burnout.

The insights provided by Menninger and Obama highlight that understanding and enhancing the well-being and professional fulfilment of teachers is essential for fostering a positive educational environment. By prioritizing the job satisfaction and professional commitment of teachers, educational institutions can effectively address the issue of burnout, ultimately leading to improved educational outcomes and the holistic development of students.

The American Commission on Teacher Education (1974) has rightly stated that, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education; the quality of their education depends more than upon any single factor,

upon the quality of their teacher". Therefore, Teachers are the architects of the Nation's future, and educational institutions are the nation's nurseries. Teachers have a vital and essential part in the education, growth, and future of every nation. The most important people on the front lines to guarantee that the next generation receives high-quality instruction are teachers. In the sphere of education or in a specific teaching and learning environment, the teacher is the most important agent and has a significant impact on the success of any educational program. The teacher imparts knowledge, sets the schedule, chooses reading materials, acts as a subject specialist, assesses learning outcomes, and assists students in overcoming their challenges and personal issues. A teacher serves as a conduit for the realisation of plans and goals. The instructor needs to be in good physical and mental health for this. Some detrimental and stressful factors for teachers are the presence of burnout, a lack of job satisfaction, and a lack of professional commitment. The typical stress levels of people in other human services-related professions are significantly lower than those of teachers. Teaching profession is often referred to as a profession which requires a calling. That means teachers should be one specially called to do the work not so much for the benefits or rewards. There are certain issues that hinders the progress and efficacy of teacher towards their profession like Job Satisfaction, Professional Commitment and Burnout of teachers.

Teachers who do not have satisfaction or contentment in their job generally tends to lose interest and commitment in the job. It has a negative impact on the students and the institution overall in addition to the individual. Teachers should be committed since it shows how they personally view their job experiences as engaging and significant. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Kushman, 1992). Four "matters"—profession, student, learning, and the community—are frequently linked to teacher dedication. A teacher who is experiencing burnout has low self-esteem, low morale, and physical exhaustion, all of which can have a detrimental impact on the learning outcomes and the teacher-student relationship.

Teachers lacking job satisfaction and contentment often lose interest and commitment, negatively impacting students and the institution. Commitment is

crucial as it reflects an individual's engagement and perceived meaningfulness of their work, significantly influencing school outcomes and student academic achievement (Kushman, 1992). Teacher commitment generally involves four key areas: profession, students, learning, and community. Burnout in educators, characterized by low morale, self-esteem, and physical exhaustion, can deteriorate teacher-student relationships and hinder student learning outcomes.

Teachers need job satisfaction and commitment to their profession to ensure positive educational outcomes. Eliminating burnout, which leads to low morale and physical exhaustion, is essential for maintaining effective teacher-student relationships and enhancing student learning. Commitment in areas such as the profession, students, learning, and the community is crucial for improving school performance and student achievement. (Shikeri & Musa, 2012)

1.2.0 TEACHERS: THE BACKBONE OF NATIONS

A teacher is someone who delivers educational programs, assesses student participation, and provides consistent and substantial leadership in education. Teachers act as second parents, caring about our future and helping us make the right decisions. (Lal, 2016)

The teacher is a crucial component in the educational system, alongside students. When a school is established, having qualified teachers is essential as they play a vital role in nurturing intelligent and talented individuals. Teachers are key figures upon whom students heavily rely, influencing their school life significantly. They are seen as the primary source of knowledge in the classroom.

A good teacher can make a significant impact on students in various ways, including their academic achievements, actions, norms, and behaviours. To be an effective teacher, one must possess strong teaching abilities. (Larasati et al., 2019)

In both formal and informal education, teachers play a central role. They are often regarded as knowledgeable individuals in society and are respected for their wisdom. In the school environment, teachers act as surrogate parents, guiding

students much like parents do at home. Teachers are responsible for helping students become intelligent individuals and achieve their goals.

1.2.1 Teaching

Teaching is the process of imparting knowledge, skills, and values to others. It involves sharing information and ideas to facilitate learning and understanding. Teaching can occur in diverse settings, including schools, universities, workplaces, and informal environments. (Chauhan, 2023)

Teaching traditionally involves giving instructions to learners in a classroom setting. In this method, the teacher provides information to students, or a student reads from a textbook while others follow along silently. The focus is on imparting knowledge or information, with the teacher considering both the child and the orderly presentation of the subject matter. (Thanavathi, 2022)

In the modern concept, teaching aims to help students learn and acquire desired knowledge, skills, and appropriate social behaviours (Thanavathi, 2022). It involves organizing the learner, teacher, curriculum, and other factors systematically and psychologically to achieve specific goals.

1.2.2 Importance of a teacher

According to the ancient Greek philosopher Plato, a state can endure even if shoemakers are not perfect. However, if educators do not fulfil their responsibilities, they will produce a generation of ignorance, which could harm the nation's future. (Murati, 2015)

a) A good teacher is the most valuable asset of a nation:

Good teachers are essential for the development of a nation. They educate and inspire students, shaping the future leaders, innovators, and citizens who will contribute to the country's progress and prosperity.

b) The teacher's place in a community is the most important one:

Teachers hold a crucial position within a community as they educate its members, promote values, and foster social cohesion. Their influence extends

beyond the classroom, impacting the overall well-being and development of the community.

c) Teachers can be the redeemers of a void-filled society:

In societies facing challenges or lacking direction, teachers can provide guidance and hope. Through education, they empower individuals with knowledge and skills, helping to address societal issues and fill gaps in understanding and opportunity.

d) To build a civilization of caring and thoughtful people we need good teachers:

Good teachers are key to cultivating a society of compassionate and reflective individuals. They teach not only academic subjects but also empathy, critical thinking, and ethical behaviour, laying the foundation for a more considerate and informed civilization.

1.2.3 Role of teachers for effective teaching

Effective teaching can be described in various ways, including aspects like teacher behaviour (such as warmth and clarity) and teacher knowledge (understanding the subject matter) which leads to student learning, growth, and achievement (Kumar et al., 2014). Learning refers to gaining basic knowledge and skills.

- Growth involves showing improvement and progress over time.
- Achievement means demonstrating accomplishments or reaching goals.

As highlighted in the study conducted by Murati (2015), Jan Amos Komenski had emphasized that teachers should be innocent, skilled, and hardworking, setting a positive example for students. Similarly, Anton Semjonovic Makarenko added that effective teaching requires energy, dedication, sincerity, courage, and trust in children's development.

Adolf Friedrich Disterweg noted that teachers should love their profession, treat students and parents courteously, collaborate with colleagues, and respect their

peers while Marcus Fabius Quintilianus highlights that teachers should be good individuals who adopt a parental approach towards students (Brada, 1994).

Comenius, who established a systematic approach to education, stresses that teachers play a crucial role in the educational process. He believes they should be intelligent, wise, practical, and demonstrate honesty and a strong work ethic. Johann Heinrich Pestalozzi also asserts that teachers must respect each child's individuality and base their approach on love, maintaining a suitable teacher-to-student ratio (Strugar & Bezic, 1999).

Based on extensive research into the personal characteristics of effective teachers, several key traits stand out:

- Teachers should help students stay engaged and motivated in their work.
- They should be cheerful, maintain a positive mood, be loving, and approachable.
- They need to be patient, calm, and supportive in their interactions with students.
- Teachers should show genuine interest in students, respect their individuality, and avoid sarcasm and harsh language.
- They should have a pleasant appearance, be stable, balanced, and consistent, and act with fairness, honesty, and integrity.
- A good sense of humour, broad interests, and enthusiasm are also important traits.
- Teachers should express affection towards students, be confidential and loyal, empathize with them, and believe in their abilities.
- They should be objective, realistic, self-critical, and authentic.
- It is important for teachers to manage their emotions appropriately.
- Maintaining democratic relationships and being a good collaborator are also crucial for effective teaching.

Effective teaching depends on several key characteristics of teachers. They must exhibit sincerity and passion, showing genuine care for their students and dedication to their profession. Traits such as elegance, modesty, kindness, courtesy, and attentiveness are crucial for creating a positive and supportive learning environment. Teachers need confidence and professionalism, overcoming any prejudice or insecurity to perform successfully. Patience and thoroughness are essential for addressing the diverse needs of students with care, while a strong grasp of pedagogical principles and practical teaching skills is necessary for facilitating effective learning. Additionally, teachers play a vital role in preserving national and civic values, reflecting these through their educational practices.

Job satisfaction and professional commitment among teachers are crucial for achieving effective teaching. Satisfied and committed teachers engage more deeply with their students, apply innovative methods, and maintain a positive classroom atmosphere, which enhances student learning outcomes. Conversely, burnout significantly impairs teaching effectiveness, leading to decreased motivation, reduced energy, and lower job satisfaction. This often results from prolonged stress, excessive workloads, and inadequate support. Addressing burnout through adequate support, professional development, and manageable workloads is essential for maintaining teacher well-being and ensuring effective teaching.

1.3.0 JOB SATISFACTION

Job satisfaction refers to people's attitudes and feelings about their work and Positive and favourable attitudes indicate job satisfaction, while negative and unfavourable attitudes indicate job dissatisfaction (Armstrong, 2006). How well one's expectations of their work match the benefits they receive is a measure of job satisfaction. "The degree to which people like (satisfaction) or dislike (dissatisfaction) their jobs" is how it is defined. According to this definition, a person's total emotional reaction to their work is what they refer to as job satisfaction. It concerns both individuals and groups within an organization and can apply to various aspects of a person's job. Job satisfaction is influenced by a number

of factors, including teammates, compensation, benefits, supervision, job conditions, and the nature of the work.

Job satisfaction, with regards to education, significantly impacts productivity and engagement. Teachers who lack satisfaction or contentment in their job often lose interest and commitment. This not only affects the individual teacher but also has adverse effects on students and the institution as a whole.

1.3.1 Factors Influencing Job Satisfaction

According to Kapur (2018), factors that influence job satisfaction are stated as follows-

- a) **Job Security:** It is crucial for employees to feel safe in their jobs. Feelings of vulnerability, weakness, or helplessness can decrease job satisfaction. Job security is influenced by factors like effective communication with supervisors and colleagues, safe working conditions, well-maintained equipment, availability of incentives and benefits, and a good salary relative to job performance. Job satisfaction is somewhat related to job security (Hong et al., 2013).
- b) **Opportunities to Use Skills and Abilities:** Employees are more satisfied when they can effectively use their skills and abilities. Those with management or educational training feel fulfilled when their roles allow them to apply their education and training. Lack of opportunity to use their skills can lead to job dissatisfaction.
- c) **People Management:** Managing people effectively is vital for an organization. Recognizing that employees are central to productivity, organizations focus on creating supportive policies that enhance job satisfaction. Motivated employees who feel supported are more reliable, committed, and efficient, leading to lower turnover rates.
- d) **Compensation/Pay:** Compensation refers to the money employees receive for their work. Competitive pay and benefits are key factors in job satisfaction. Employees are happier when their salary and benefits meet their needs and

when they receive raises and promotions. Compensation is a primary factor in determining job satisfaction.

- e) **Supervisor Support:** Employees need guidance and support from their supervisors. Supervisor support involves caring for employees' welfare and valuing their contributions. When employees feel supported, they feel appreciated and satisfied with their jobs.
- f) **Working Environmental Conditions:** Comfortable working conditions affect job satisfaction. Good conditions include suitable office equipment, furniture, and tools. Employees are more satisfied when the environment enhances their productivity. Poor working conditions can lead to dissatisfaction.
- g) **Job Characteristics:** Job satisfaction is impacted by a number of employment attributes, including autonomy, feedback, task identity, task relevance, and skill variety.
- h) **Understanding these characteristics** can improve job performance and satisfaction, as they contribute to a sense of meaningfulness, responsibility, and knowledge about results.
- i) **Relationship with Co-workers:** Positive relationships with co-workers are important for job satisfaction. Friendly and supportive interactions help employees perform their tasks better. Good relationships enable employees to seek help and improve productivity.
- j) **Job Duties:** Job duties vary in difficulty. Employees are more satisfied when their duties are manageable and they have the right skills and knowledge. When jobs are challenging and employees lack adequate knowledge, satisfaction decreases.
- k) **Flexibility to Balance Life and Work:** Employees often juggle work with personal responsibilities. Job satisfaction increases when employees can manage both work and personal needs without feeling overwhelmed. Jobs that offer flexibility help employees balance their duties effectively.
- l) **Educational Qualifications:** An employee's education level affects their job satisfaction. Those with higher education may feel dissatisfied if their jobs don't match their qualifications. It's important that job roles align with employees' educational backgrounds to ensure job satisfaction.

1.3.2 Theories of Job Satisfaction

According to Khan et al. (2010), the theories of job satisfaction are categorised as Content theories and Process theories and are discussed as follows-

Content Theories

Content theories focus on identifying the factors that motivate individuals in the workplace, specifically by examining their needs, drives, and incentives/goals, as well as how these are prioritized to achieve satisfaction and effective performance. Numerous lists of human needs and requirements, including biological, psychological, social, and higher-order ones, have been established by researchers. These demands, which must be met in order to inspire and please workers, are divided into primary, secondary, and high-level requirements by almost all researchers. Managers can learn more about what drives employees from a variety of content theories.

Motivation/Satisfaction Theory by Maslow (1943)

One well-known theory of motivation and contentment is Maslow's hierarchy of needs. According to Abraham Maslow, people's motivational requirements can be categorised in a hierarchy, with each level needing to be met before going on to the next. The five levels identified by Maslow (1943) are:

1. Needs which are Physical: food, clothing, shelter, sex
2. Needs with regards to Safety: physical protection
3. Social needs: interpersonal connections
4. Esteem needs: prestige and recognition
5. Self-Actualization: individual development and contentment

Satisfaction of these needs depends on their perceived importance and the extent to which life aspects fulfill them. Maslow's theory laid the foundation for job satisfaction theories, influencing early research in the field.

Two-Factor Theory by Herzberg (1959)

Using the critical event method, Herzberg studied 200 engineers and accountants in Pittsburgh, Pennsylvania, to create his theory of work motivation. He asked participants to share instances in which they felt particularly happy or unhappy at work. Herzberg concluded that job satisfiers (motivators) are related to job content, such as achievement, recognition, work itself, responsibility, and advancement. On the other hand, employment context—which includes working conditions, administration, supervision, compensation, interpersonal relationships, and business policy—is linked to job dissatisfiers, or hygiene factors.

Most people regard Herzberg's theory as a good model for studying job satisfaction. It has been supported in various contexts, such as educational settings and police job satisfaction assessments. However, the theory has faced criticism for the lack of empirical proof, ignoring individual differences, and not providing a specific method for measuring job satisfaction and dissatisfaction factors.

Theory X & Theory Y (Douglas McGregor, 1960)

Douglas McGregor, after observing managerial interactions with employees, concluded that managers' views of human nature are based on certain assumptions, which in turn shape their behaviour towards subordinates.

Theory X Premises:

The typical individual dislikes work by nature and will do all in their power to avoid it.

Most people require coercion, control, direction, and the threat of punishment in order to be productive inside an organisation because of this aversion. The typical individual has no ambition, wants security, wants to avoid responsibilities, and prefers to be guided.

- The typical individual dislikes work by nature and will do all in their power to avoid it.
- Most people require coercion, control, direction, and the threat of punishment in order to be productive inside an organisation because of this aversion.

- The typical individual has no ambition, wants security, wants to avoid responsibilities, and prefers to be guided.

Theory Y Premises:

- Work-related mental and physical exertion is as normal as play and relaxation.
- People will exercise self-direction and self-control in pursuit of committed aims; external control and threats are not the sole ways to inspire individuals towards organisational objectives.
- The level of dedication to goals is directly correlated with the size of the rewards that come with reaching them.
- The average individual learns to seek and accept responsibility when the right circumstances are provided.

Theory of Needs - Achievement Theory (David McClelland, 1961)

David McClelland's Achievement Theory posits that some individuals are driven by a strong need for personal achievement rather than external rewards. These high achievers seek challenging work and strive to improve efficiency (Shajahan & Shajahan, 2004).

The theory identifies three key needs:

- Achievement: The desire to excel and meet high standards.
- Power: The need to influence and control others' behaviours.
- Affiliation: The need for close, friendly relationships and preference for cooperative over competitive environments.

ERG Theory (Clayton P. Alderfer.) (1969)

Alderfer (1969) refined Maslow's hierarchy of needs to better align with empirical research, introducing the ERG Theory. Maslow's categories were rearranged by Alderfer into three groups: Existence, Relatedness, and Growth. According to this concept, relatedness covers social and esteem needs, existence includes physiological and security needs, and growth is related to self-actualization.

Alderfer's idea proposes a continuum of needs as opposed to a rigid hierarchy. Alderfer, in contrast to Maslow and Herzberg, does not maintain that deprivation is the only factor that activates higher-level needs or that lower-level needs must be met before higher-level needs become motivating.

Process Theories

Process theories focus on the mechanisms of motivation, particularly "how motivation occurs," with the concept of "expectancy" from cognitive theory playing a central role. These theories explain how needs and goals are cognitively processed and fulfilled. Several process theories have been proposed and tested in various contexts, leading to significant insights. Key theoretical models in this domain include:

Equity Theory (J. Stacy Adams, 1963)

Equity Theory posits that employees assess their job situation by comparing their input (effort) with their outcome (rewards) and then evaluate this ratio against the input-outcome ratios of relevant others. Equity is perceived when employees believe their ratio is equal to that of their comparison peers. The concept of distributive justice, a key aspect of this theory, has been widely researched and is commonly referred to as equity theory. The notion states that rewards for outstanding performance, both intrinsic and extrinsic, increase employee happiness if they are appreciated and seen as just.

Vroom's Expectancy Theory (1964)

Victor H. Vroom's Expectancy Theory posits that individuals are motivated to achieve goals if they value the goals and believe that their efforts will lead to achieving them. The theory includes three major variables:

- **Valence:** The importance a person attaches to a specific prize/reward.
- **Expectancy:** The belief that one's efforts will result in a particular outcome.
- **Instrumentality:** The belief that achieving the outcome will result in a desired reward.

Vroom's theory highlights the need for rewards to be valued by individuals to influence their behaviour effectively. It is considered a comprehensive theory of motivation and job satisfaction, described by the formula: Motivation is equal to $\text{Valence} \times \text{Expectancy} \times \text{Instrumentality}$.

The 1968 Porter-Lawler Expectancy Model

Porter and Lawler contended that "abilities and traits" as well as "role perceptions" have an impact on "effort," or the degree of motivation, rather than directly causing "performance." Likewise, "satisfaction" is based on the "probability of receiving fair rewards" rather than just performance. According to the Porter-Lawler motivation model, a number of interconnected cognitive processes have an impact on motivation. In particular, effort is determined by the "perceived effort-reward probability" before it is started. This effort, however, is moderated by "abilities and traits" and "role perceptions" before translating into performance. Ultimately, "perceived equitable rewards" determine "job satisfaction".

Goal-Setting Theory (Edwin Locke, 1968)

In the late 1960s, Edwin Locke proposed that goals, as intentional objectives, are a significant source of work motivation and satisfaction. Specific goals, particularly challenging ones, lead to enhanced performance compared to easier or vague goals. For example, when accepted, challenging goals yield better performance than easy ones, and feedback improves performance more than no feedback at all. Additionally, "specific hard" goals yield favourable outcomes than "generalized" goals such as "do your best". Feedback helps individuals recognize discrepancies between their actual performance and their goals, further improving motivation.

Goal-setting theory is one of the most extensively researched and influential theories in employee motivation. Studies involving over 40,000 participants across more than 100 tasks in eight countries have confirmed the efficacy of specific, challenging goals with feedback. The theory suggests that difficult goals promote focus, increase the perceived importance of the goal, and encourage persistence. Integrating goal-setting theory with cognitive theories, such as self-efficacy,

enhances understanding of motivation. Self-efficacy—the perception of one’s ability to achieve a goal—correlates positively with employees’ perceptions of meaningful work and improved motivation.

Job Characteristics Theory (Hackman & Oldham, 1975-76)

Hackman and Oldham's Job Characteristics Theory posits that job redesign outcomes are moderated by individual differences in the desire for personal and psychological development. Job characteristics, such as task clarity, influence how employees perceive their roles and can enhance job satisfaction, commitment, and involvement.

According to the theory, three important psychological states—perceived meaningfulness, experienced responsibility, and knowledge of results—are impacted by five fundamental job characteristics: autonomy, feedback, task identity, task relevance, and skill variety. These psychological states then have an effect on work-related outcomes including motivation and job satisfaction. Jobs rich in motivating characteristics, like task significance, foster a sense of meaningfulness, which promotes effective performance and desired outcomes.

1.3.3 Job Satisfaction and College Teachers

Job satisfaction among college teachers is shaped by a variety of factors, many of which have been the subject of extensive academic inquiry. According to Kapur (2018), job security is a critical determinant, as feelings of vulnerability or insecurity can significantly diminish satisfaction levels. This is supported by the work of Shahab and Ali (2013), who establish a connection between job security and job satisfaction, highlighting the importance of effective communication with supervisors, safe working conditions, and competitive compensation. The opportunity to utilize one’s skills and abilities is another significant contributor to job satisfaction. Employees who are able to apply their knowledge and training in their roles tend to experience higher levels of fulfilment, while those who are unable to do so often report dissatisfaction. This suggests that institutions must prioritize aligning job roles with the qualifications and expertise of their faculty members to enhance overall job satisfaction.

Various studies emphasize the importance of other factors such as supervisor support, compensation, and the working environment in influencing job satisfaction among college teachers. Supervisor support, which involves providing guidance and valuing employees' contributions, has been identified as a key element in fostering job satisfaction. When teachers feel supported by their supervisors, they are more likely to feel appreciated and satisfied in their roles. Moreover, the compensation and benefits that teachers receive play a crucial role in determining their job satisfaction. Competitive pay, along with opportunities for raises and promotions, is essential for ensuring that educators feel adequately rewarded for their work. Finally, the working environment, including the quality of office equipment and the overall conditions in which teachers work, also significantly impacts job satisfaction. Comfortable and well-equipped workspaces contribute to higher productivity and satisfaction, whereas poor working conditions can lead to dissatisfaction. These findings highlight the intricate and multidimensional nature of job satisfaction among college teachers, necessitating a comprehensive approach that addresses both individual needs and institutional conditions.

1.4.0 PROFESSIONAL COMMITMENT

Teaching is more than a mere occupation; it is a profession dedicated to national development and social service. Professional commitment in teaching involves a deep sense of dedication, encompassing two key aspects: pride in the profession and a strong desire for professional growth. Teachers should fully embrace their role, recognizing it as a noble calling with significant responsibilities, including the holistic development of students.

A committed teacher's focus extends beyond classroom hours, encompassing continuous reflection on students' progress and their own professional development. Such dedication also involves adherence to professional ethics and fostering positive relationships with students, parents, and the community.

Commitment, as described by Rogers (1963), is a deep-seated attachment involving both conscious and unconscious aspects of one's professional identity. It is

shaped by decisions and the process of pursuing those commitments with varying degrees of intensity.

Education is crucial for societal progress, and its effectiveness hinges on the competence and commitment of teachers. Professional commitment is marked by a positive, affective attachment to one's work, driven by job satisfaction and a dedication to student learning and community engagement (Firestone & Rosenblum, 1988). Organizational commitment, which includes belief in the organization's goals, effort, and willingness to remain with the organization, is essential for enhancing school outcomes and student achievement (Kushman, 1992).

1.4.1 Forms of teacher commitment

Celik and Yildiz (2017) had discussed 'A committed educator' and thus the forms of teacher commitment can be identified as follows-

1. **Commitment as Passion:** This perspective views teacher commitment as a profound emotional attachment or passion for teaching, whether towards the teaching profession as a whole or specific aspects of it.
2. **Commitment as Time Investment:** This concept identifies teacher commitment with the investment of time beyond regular contact hours. It includes both visible times spent on school premises and invisible time dedicated outside the school.
3. **Commitment as Focus on the Individual:** This viewpoint emphasizes a teacher's commitment to addressing students' emotional and academic needs, reflecting a strong focus on individual student development.
4. **Commitment as Responsibility for Knowledge and Values:** This category sees teacher commitment as the responsibility to impart essential knowledge, attitudes, values, and beliefs, highlighting the significant role teachers play in preparing students for the future.
5. **Commitment as Professional Knowledge Maintenance:** This perspective regards commitment as the ongoing maintenance of professional knowledge

and engagement in continuous professional development, including sharing and learning with colleagues.

6. **Engagement with the School Community:** According to this concept, commitment is the readiness to actively interact with the school and the larger community, acknowledging that educators have duties that go beyond the classroom and potentially beyond the actual school.

1.4.2 Dimensions of Professional Commitment

The National Council for Teacher Education (N.C.T.E.) has highlighted the importance of quality teacher education that is both competency-based and oriented towards commitment. According to Celep, (2000) the dimensions of professional commitment among teachers are as follows-

1. **Commitment to the Learner:** This dimension involves teacher educators' genuine concern for the progress and development of student-teachers, focusing on their empowerment and the enhancement of their quality of life.
2. **Commitment to Society:** Teacher educators are expected to contribute constructively to societal development, promoting equity and engaging in social and extension activities to foster community growth.
3. **Commitment to the Profession:** This aspect includes dedication to the profession's nobility, fostering collegiality among peers, and showing respect towards colleagues and student-teachers.
4. **Commitment to Achieve Excellence in Professional Actions:** This dimension reflects a teacher educator's pursuit of excellence through continuous acquisition of knowledge and skills and the effective transmission of these through their professional conduct.
5. **Commitment to Basic Values:** This involves upholding core values such as honesty, cooperation, integrity, objectivity, regularity, rationality, and respect for hard work, serving as a role model for student-teachers.

1.4.3 Factors affecting Teacher Professional Commitment

Based on the research findings of Bhaker and Sharma (2020), the factors that affect teacher professional commitment are Normative and Affective commitment

Normative Commitment

According to Meyer and Allen (1991), normative commitment refers to the perceived obligation to remain with an organization. It is characterized by employees' feelings of duty to stay with their employer. Organizations invest significant resources in employee development and training, which fosters a sense of moral obligation among employees to continue their service. Haliq et al. (2016) found that organizations should create clear and accessible pathways for employees, offer adequate monetary and non-monetary benefits, and support employees' family needs. Such measures enhance employee commitment to the organization. The study concluded that an organization's attention to employee welfare positively impacts their commitment.

Affective Commitment

An employee's emotional attachment to and desire to stay with a company, frequently viewing it as a member of their extended family, is referred to as affective commitment. This form of commitment motivates employees to exert extra effort for the organization's betterment due to their strong emotional bond and sense of belonging. According to Allen and Meyer (1990), organizational characteristics, personal attributes, and work experiences significantly influence employees' affective commitment. Their research also indicated that employees with a high level of affective commitment are more motivated to make effective contributions to their organization compared to those with higher levels of normative or continuance commitment.

1.4.4 Professional Commitment and College Teachers

Professional commitment among college teachers is a critical aspect of educational excellence, deeply intertwined with the overall effectiveness of the teaching-learning process. This commitment reflects a teacher's dedication to their

profession, manifesting in their passion for student development, adherence to ethical standards, and continuous pursuit of professional growth. Committed college teachers not only fulfil their instructional responsibilities but also actively engage in activities that contribute to the broader educational community. This includes involvement in curriculum development, mentoring students, and participating in professional development opportunities. The extent of a teacher's professional commitment is often influenced by various factors, including intrinsic motivation, the support they receive from their institution, and the alignment of their personal values with the goals of the educational organization (Firestone & Rosenblum, 1988).

The dimensions of professional commitment encompass a range of behaviours and attitudes that demonstrate a teacher's loyalty to the profession and their institution. Celep (2000) identifies these dimensions as including a commitment to the holistic development of students, a dedication to societal betterment through education, and a consistent effort to achieve excellence in all professional actions. Teachers with high levels of professional commitment are typically characterized by their willingness to go beyond the minimum requirements of their job, showing a proactive approach to improving their teaching practices and contributing to a positive school culture. Furthermore, research by Firestone and Rosenblum (1988) indicates that professional commitment is a significant predictor of job satisfaction and organizational loyalty among college teachers, thereby directly impacting student outcomes and institutional success.

1.5.0 BURNOUT

Teaching is a profession characterized by constant and significant changes within the educational system. These changes tend to elevate, rather than diminish, the stress levels experienced by teachers.

Burnout is a response to chronic stress and should not be dismissed as a minor issue; rather, it serves as a critical indicator of significant social dysfunction in the workplace. Teacher burnout is widely recognized as a serious occupational hazard (Borg & Riding, 1991). Burnout in educational institutions is often

precipitated by frequent organizational changes, lack of student motivation, and, notably, aggressive and hostile student behaviour. The term “burnout” was first introduced into the academic discourse by Freudenberger (1974), who defined it as “to wear out, or become exhausted by making excess demands on energy, strength, or resources”.

Burnout, as a form of work-related strain, results from the cumulative effect of work-related stress. Maslach (1976) defined burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind”. In general, burnout is a condition of extreme and protracted stress that results in physical, mental, and emotional depletion. It happens when people feel overburdened and unable to keep up with demands, which lowers energy and productivity and causes sentiments of cynicism, resentment, helplessness, and hopelessness. Ultimately, individuals experiencing burnout may feel as though they have nothing more to give.

Another way to characterise burnout is as a response to ongoing stress that entails unfavourable interactions between one's personal traits and surroundings. Physical tiredness, low self-esteem, and low morale are common symptoms of burnout in educators. Additionally, burnout can be defined as a form of psychological discomfort, a persistently bad psychological state that develops as daily demands at work wear people down.

1.5.1 Dimensions of Burnout

According to Jackson et al. (1986), the dimensions of burnout are as follows-

- Emotional Exhaustion:

Emotional exhaustion is the state of being emotionally overextended and depleted of one's emotional resources, according to Maslach (1976). This happens when someone feels exhausted, depleted, and worn out on all levels—mentally, physically, and emotionally.

- Depersonalization:

Treating people like objects is the second aspect of burnout, known as depersonalisation. This is sometimes demonstrated by referring to customers by their

item labels rather than their names. According to Maslach (1976), depersonalization arises when an individual begins to develop a negative, callous, or excessively detached response to those who are typically the recipients of their care or service. Severe detachment can lead to an inability to function effectively in the workplace.

- **Reduced Personal Accomplishment:**

The third dimension of burnout is reduced personal accomplishment, which refers to a diminished sense of competence and achievement in one's work (Maslach, 1976). It also involves the tendency to evaluate oneself negatively concerning workplace achievements. High levels of burnout can cause individuals to feel inadequate and ineffective, leading them to believe that their efforts are futile. As a result, they may stop trying, feeling that their contributions are insignificant.

Emotional exhaustion is often considered the most prominent response to burnout, leading individuals to experience an overwhelming sense of depersonalization and detachment from their work and the people they interact with (Friedman & Farber, 1992).

1.5.2 Causes of Teacher Burnout

The causes of teacher burnout as mentioned by Akın (2019) are as follows:

- **Lack of Control Over One's Destiny:**

Employee participation in decision-making processes frequently declines as businesses get bigger and more impersonal. Funding limitations, administrative regulations, or legal requirements might cause even basic tasks to be delayed. Because it promotes more favourable work attitudes and increases incentive for effective performance, employee engagement in decision-making is essential.

- **Absence of Communication and Feedback in the Workplace:**

Similar to other professionals, educators seek clarity regarding organizational expectations, the behaviours that will lead to success or failure in meeting job requirements, potential physical and psychological risks, and job security. Feedback is necessary for educational staff to develop values, goals, aspirations, and accomplishments relating to their jobs. There might be serious distress when there is a lack of consistent and clear information. When evaluations are infrequent and

feedback is sporadic, the likelihood of stress increases as employees work in an informational vacuum. In terms of communication, organizational structures that promote open, honest, and constructive dialogue yield significant benefits. Conversely, when management responds to communication only in crisis situations, it reinforces negative communication patterns.

- Work Overload or Underload:

Research indicates that individuals with excessive workloads experience high levels of stress. Factors such as long or unpredictable hours, numerous responsibilities, a rapid work pace, frequent interruptions, difficult interpersonal interactions without adequate relief, constant crises, and excessive supervision responsibilities (e.g., large class sizes or overcrowded conditions) contribute to work overload. Additionally, monotonous or tedious jobs lacking variety can be equally distressing.

- Contact Overload:

Contact overload occurs when job functions require frequent interactions with others. Numerous interactions that might be uncomfortable and stressful are a part of some occupations, such as teaching, counselling, and law enforcement. These professionals frequently interact with people in a variety of distressing situations for a sizable amount of their working hours. Excessive caseloads can have a detrimental effect on one's sense of control over their work and general job satisfaction. Additionally, contact overload leaves little time or energy for seeking possibilities for professional and personal growth, as well as for communicating with and receiving support from colleagues.

- Ambiguity and Conflict in Roles:

Despite their differences, role ambiguity and role conflict both relate to a lack of clarity around job objectives. A person experiences role conflict when they are subjected to competing demands, such as juggling mass education with individualised instruction, which makes it hard to satisfy one requirement. Typical role conflicts include those that arise between a worker's values and those of their employer or supervisor, between work-related demands and personal obligations, and between an employee's skills and organisational requirements. Role conflict has

been connected in numerous studies to low job satisfaction, frustration, a decline in respect and trust, a decline in organisational confidence, issues with morale, and elevated stress levels. Conversely, role ambiguity describes a lack of clarity regarding the work, more especially, a mismatch between the information that the employee has access to and what is required for effective job performance. Role ambiguity is more strongly associated with job discontent than role conflict, especially among school administrators.

- Personal Factors:

An individual's perception of job stress is greatly influenced by personal characteristics, including financial stability, marital satisfaction, and personality qualities (such as neuroticism, excessive shyness, inflexibility, and poor stress management skills). Teacher burnout can result from the interplay and buildup of personal and professional stressors.

- Deficits in Training:

Preventing occupational stress requires adequate training in a number of areas. The most basic requirement is adequate preliminary planning. Building confidence and enabling individuals to handle their everyday activities without undue reliance on others or reference materials requires training and competencies. As technology advances, ongoing training becomes even more important. Certain types of distress are more likely to affect new professionals. Furthermore, improving an employee's capacity to communicate with managers, coworkers, and service recipients requires communication skills training.

- Other Factors:

A number of secondary issues, such as unfavourable working conditions, job insecurity, changes in lifestyle, and the demands of a society that is changing quickly and requires people to make unforeseen adaptations in both their personal and professional lives, can make stress worse. Although each administrator, teacher, and employee faces unique stressors related to their positions, the majority of these stressors are included in the above-mentioned larger framework.

1.5.3 Phases of Burnout

Psychologists Herbert Freudenberger and Gail North have proposed a theory suggesting that the burnout process can be delineated into 12 distinct phases. These phases do not necessarily occur in a linear sequence, nor are they universally applicable; rather, they may function as an abstract framework for understanding burnout. (Seliger & Winker, 2014)

1. **The Compulsion to Prove Oneself:** The initial phase often involves excessive ambition, where an individual feels compelled to demonstrate their worth in the workplace. This drive to prove oneself transforms into a determination and compulsion to outperform others, leading them to showcase their abilities in an effort to establish their superiority.
2. **Working Harder:** To meet the high personal expectations they have set, individuals focus intensely on work, often taking on more responsibilities than usual. They become fixated on completing tasks independently, believing this will demonstrate their irreplaceability by handling a substantial workload without relying on others.
3. **Neglecting Their Needs:** As they dedicate themselves entirely to work, other aspects of life—such as relationships, eating, and sleeping become secondary or even insignificant. They rationalize these sacrifices as necessary to prove their commitment and excellence, reinforcing their belief that they are the best.
4. **Displacement of Conflicts:** At this stage, individuals begin to realize that their behaviour is problematic, yet they struggle to identify the root cause. Confronting the underlying issues feels threatening and could precipitate a personal crisis. This is often when the first physical symptoms of burnout emerge.
5. **Revision of Values:** People start to distance themselves from one another, steer clear of confrontations, and disregard their basic bodily requirements. Hobbies, friends, and previous interests lose importance as work becomes their sole focus, leading to emotional numbness.

6. Denial of Emerging Problems: The individual starts viewing colleagues as incompetent, lazy, or overly demanding, which fosters intolerance. Social interactions become increasingly unbearable, and the person exhibits more aggression and sarcasm. They attribute their growing problems to time pressures and workload, rather than recognizing the changes in their own behaviour.
7. Withdrawal: Social contact diminishes significantly, leading to isolation. The individual may turn to alcohol or drugs as a means of escape, while becoming rigidly focused on following procedures. Feelings of hopelessness and aimlessness dominate their mindset.
8. Obvious Behavioural Changes: By this point, noticeable behavioural changes become apparent to coworkers, family, friends, and others in their immediate social circles. The individual becomes apathetic, fearful, and withdrawn.
9. Depersonalization: The individual loses connection with themselves and others, no longer recognizing their own or others' value. Their understanding of life narrows to the present and they become less conscious of their own needs, viewing it as a sequence of mechanical operations.
10. Interior Emptiness: A profound sense of inner emptiness develops, prompting the individual to seek fulfilment through exaggerated or overindulgent activities such as sex, alcohol, or drugs. They begin to perceive leisure time as wasted or meaningless.
11. Depression: Burnout and depression often overlap at this stage. The individual feels exhausted, hopeless, and indifferent, believing there is no future for them. Life loses its meaning, and typical symptoms of depression emerge.
12. Burnout Syndrome: In the final phase, physical, mental, and emotional collapse occur, creating a state of absolute emergency that requires immediate intervention.

1.6.0 BURNOUT, JOB SATISFACTION AND PROFESSIONAL COMMITMENT INFLUENCE ON COLLEGE TEACHERS

Burnout, job satisfaction, and professional commitment are critical factors influencing the effectiveness of college teachers and the quality of education they provide. Burnout, characterized by physical, emotional, and mental exhaustion, has been shown to negatively impact job satisfaction, with studies by Mentese and Gokalp (2018), Yorulmaz et al. (2017), and Goswami (2013) demonstrating a consistent inverse relationship between these variables. The erosion of job satisfaction resulting from burnout can diminish a teacher's sense of personal accomplishment and depersonalize their interactions with students, ultimately leading to adverse educational outcomes. In contrast, high levels of job satisfaction are positively correlated with professional commitment, as highlighted in the work of Bashir (2017) and Basu (2016). This commitment enhances teacher effectiveness and contributes positively to student achievement. The role of experience in these dynamics is complex; while more experienced teachers may encounter higher levels of emotional exhaustion, they often report greater personal accomplishment, as noted by Gursel et al. (2002) and Sari (2004).

The relationships between burnout, job satisfaction, and professional commitment are not always consistent across studies. Teacher autonomy, as explored by Esfandiari and Kamali (2016) and Skaalvik and Skaalvik (2020), shows varying effects on job satisfaction depending on the context. Regional and contextual differences, highlighted in studies by Panagopoulos et al. (2014) and Gursel et al. (2002), further emphasize the importance of considering specific educational environments when analyzing these factors.

Studies on burnout, job satisfaction, and professional commitment among college teachers are essential because these factors directly influence the quality of education, teacher effectiveness, and student outcomes. Understanding the relationships between burnout and job satisfaction helps identify the underlying causes of teacher stress and disengagement, which can lead to reduced commitment and poor educational performance. It is necessary to explore these dynamics to

enhance teacher well-being, foster a supportive work environment, and ensure that teachers remain motivated and committed to their profession, improving the overall educational experience for students.

1.7.0 AFFILIATED COLLEGES OF MIZORAM UNIVERSITY

According to the University Grants Commission Act (1956), ‘University’ is an institution created by a Central, Provincial, or State Act. It also includes any other institution that, with the university’s agreement, is recognized by the Commission according to the regulations set by this Act. And ‘College’ refers to any institution, regardless of its name, that offers courses leading to a qualification from a university. The college must be recognized by the university as capable of providing these courses and preparing students to take exams for the qualification.

Britannica Dictionary (2024) define affiliation as, ‘The state of being closely associated with or connected to an organization, company etc’. According to the All India Survey on Higher Education (AISHE), affiliated institutions are those that offer degree programs but do not have the authority to grant degrees independently. Instead, they partner with another university or university-level institution, which confers the degrees on their behalf.

Mizoram University was established on July 2, 2001, as a Central University by an Act of Parliament (No. 8 of 2000). It is located in Tanhril, Aizawl, which is the capital city of Mizoram, India. The University spans approximately 978 acres, providing a conducive environment for academic pursuits and research. The creation of the Mizoram University was aimed at enhancing higher education access in the north-eastern region of India, particularly for the state of Mizoram. The University was envisioned to address the unique socio-cultural and educational needs of the region, fostering academic excellence and promoting regional development. Since its inception, Mizoram University has played a crucial role in advancing research, pedagogy, and cultural integration within the state.

Affiliated colleges of Mizoram University can be understood as institutions that provide educational courses leading to university degrees but do not have the independent authority to confer these degrees. These colleges are recognized by the

Mizoram University and operate under its academic oversight. The Mizoram University grants degrees to students from these colleges, following successful completion of the prescribed courses and examinations. The affiliation indicates a formal relationship between the college and the university, ensuring that the academic programs offered by the college meet the standards and regulations established by the university and relevant authorities like the University Grants Commission (UGC).

Mizoram University has 39 affiliated colleges which offers a variety of courses. The affiliated colleges include both professional and non-professional colleges. In this study, professional colleges are referred to as those colleges that provide professional education. Whereas non-professional colleges are those colleges that provide non-professional education. According to Sullivan (2005), professional education is characterized by its focus on preparing students for specific occupations, requiring both specialized knowledge and practical skills, along with a commitment to ongoing professional development and adherence to ethical standards. In contrast, non-professional education is typically more theoretical and less directly tied to vocational outcomes, encouraging students to engage with knowledge for its own sake and for the broader development of intellectual and personal growth.

In this study, 32 colleges that are affiliated to Mizoram University are selected for the collection of data. Among the 32 colleges selected, there are 7 professional colleges. Non-professional colleges within Aizawl City includes 10 colleges and 15 non-professional colleges outside Aizawl City. The list of colleges are given in Table 1.1, 1.2 and 1.3.

Table 1.1***Professional Colleges affiliated to Mizoram University***

| |
|---|
| Institute of Advanced Studies in Education (IASE) |
| District Institute of Educational Training (DIET), Aizawl |
| District Institute of Educational Training (DIET), Lunglei |
| Regional Institute of Paramedical And Nursing Sciences (RIPANS) |
| State Council of Educational Research and Training (SCERT) |
| Government Mizoram Law College |
| Synod Nursing School |

Table 1.2***Non-Professional Colleges (Within Aizawl City)***

| |
|--|
| Government Aizawl College |
| Government Aizawl North College |
| Government T Romana College |
| Government Zirtiri Residential Science College |
| Government Johnson College |
| Government Aizawl West College |
| Government J. Thankima College |
| Government Hrangbana College |
| Helen Lowry College |
| Mizoram Christian College |

Table 1.3***Non-Professional Colleges (Outside Aizawl City)***

| |
|--|
| Government J Buanga College |
| Government Hnahthial College |
| Government Serchhip College |
| Government Champhai College |
| Government Kamalanagar College |
| Government Zawlnuam College |
| Government Lawngtlai College |
| Government Mamit College |
| Government Khawzawl College |
| Government Lunglei College |
| Government Kolasib College |
| Government Saitual College |
| Government Saiha College |
| Higher And Technical Institute Mizoram (HATIM) |
| Kawnpui College |

1.8.0 NEED OF THE STUDY

Teaching is a demanding profession that requires significant commitment and substantial physical, emotional, and mental resilience. In the contemporary educational landscape, the workload for teachers has become increasingly burdensome, growing year after year as they are required to manage a multitude of responsibilities (Jeyaraj, 2013). Beyond their primary teaching duties, teachers are also tasked with non-instructional activities, such as maintaining records and reports on students' academic progress and co-curricular involvement, as well as managing student discipline through systems like merit-demerit records. Furthermore, teachers must strive to meet the expectations of school management, superiors, parents, students, education departments, and the Ministry of Education (Subon & Sigie, 2016).

Many teachers are experiencing a sense of overwhelm due to the mounting responsibilities and workload, leading to feelings of frustration and demotivation. This environment makes it increasingly difficult for teachers to meet the numerous demands and expectations of their profession, resulting in elevated stress levels. Without appropriate interventions, these conditions can lead to burnout, a state that negatively affects not only the individual teacher but also the quality of education and the well-being of students (Sindhu, 2014).

Teaching is among the professions most susceptible to occupational stress and burnout, a pervasive issue in educational systems worldwide. The consequences of teacher burnout are far-reaching, impacting the individual, the institution, and students alike. Burnout can become contagious within a school, where dissatisfied and demoralized teachers can influence others, leading to a pervasive sense of lethargy, cynicism, and discontentment that diminishes the overall morale of the organization. As noted by Maslach (1976), teachers need to feel successful and confident in their abilities before they can inspire the same in their students.

The detrimental effects of burnout are significant for both students and teachers, contributing to what can be described as a career crisis for those in the teaching profession. Today, the concept of job satisfaction extends beyond the

private sector to encompass all areas where employees and workers are involved. Job satisfaction, defined as the enjoyment and fulfilment derived from one's job, plays an increasingly important role in modern society, where individuals spend a substantial portion of their lives at work. Job satisfaction is crucial not only for the employee but also for the employer, as higher job satisfaction often leads to more effective performance by both the individual and the organization (Chapman & Lowther, 1982). The quality of working life is not merely a function of productivity and profitability but is also deeply tied to the level of satisfaction experienced by participants in the workplace. A satisfied worker is generally more adaptable, better adjusted, and capable of overcoming environmental challenges. Conversely, a dissatisfied worker is often rigid, inflexible, and unrealistic in goal-setting, struggling to navigate workplace challenges and generally experiencing greater unhappiness.

In the educational context, the concept of job satisfaction is gaining increasing attention due to the growing awareness of the demands placed on teachers. Schools, as institutions responsible for human development and education, play a critical role in the growth and development of students. However, the social well-being, progress, and growth of students are largely dependent on the enthusiasm, efficiency, and professional skills of teachers—qualities that cannot be achieved without job satisfaction. The future of education, including its quality and ideals, depends significantly on the satisfaction and commitment of teachers to their work (Ayishabi & Amruth, 2005).

For educational researchers, the level of teacher commitment is a key indicator of both performance and quality. The level of positive, affective attachment that a teacher has to both their occupation and the institution is known as commitment. It is not a passive loyalty where teachers remain in their positions without meaningful engagement, but rather a reflection of the internal motivation, enthusiasm, and job satisfaction that teachers derive from their work, as well as their competence and efficiency in their positions. Professional commitment is an important aspect of an individual's career, significantly contributing to the achievement of professional goals. A lack of commitment can have adverse effects

on both the individual's performance and the institution's overall functioning (Jamwal, 2017).

Therefore, issues related to burnout, job satisfaction, and professional commitment require significant attention, as they affect both employees and organizations. Burnout has a detrimental impact on job satisfaction and professional commitment among teachers, and vice versa. The interplay between these factors directly influences the quality of education. A lack of job satisfaction and professional commitment can directly or indirectly lead to burnout, rendering teachers less capable of managing the emotional stresses of teaching (Shahab & Ali, 2013). It is important to investigate whether these challenges are currently affecting teachers, the severity of the problem, and its impact on both educators and institutions.

This study seeks to explore the relationship between burnout, job satisfaction, and professional commitment, with a focus on demographic characteristics such as gender, age, teaching experience, marital status and educational qualification. By examining these factors in the context of affiliated colleges and institutions under Mizoram University, this research aims to provide a comprehensive understanding of the current status of teachers. Given the growing concern over burnout among teachers, it is noteworthy that little research has been conducted in this specific area. This study represents a modest attempt to fill this research gap, offering a well-rounded analysis of teacher burnout in relation to job satisfaction and professional commitment.

1.9.0 RESEARCH QUESTIONS

The findings of this study are expected to contribute valuable insights to the body of knowledge and provide baseline information for relevant authorities to better understand the current conditions of teachers in Mizoram. This understanding will be critical for implementing necessary actions to address these issues. No studies have been conducted in Mizoram that examine job satisfaction, burnout, and professional commitment among college teachers. Thus, the results are anticipated to raise awareness and enhance attention to these challenges, aiding in the

identification of individuals who are best suited and genuinely committed to the teaching profession. Therefore, it is imperative to study job satisfaction, professional commitment, and burnout among teachers in affiliated colleges of Mizoram University. The study seeks to answer the research question given below:

1. What is the level of job satisfaction among teachers in colleges affiliated to Mizoram University?
2. Is there any significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?
3. Is there any significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University?
4. What is the level of professional commitment among teachers in colleges affiliated to Mizoram University?
5. Is there any significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?
6. Is there any significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University?
7. What is the level of burnout teachers in colleges affiliated to Mizoram University?
8. Is there any significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?
9. Is there any significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University?

10. Is there any significant relationship between burnout and job satisfaction among teachers in colleges affiliated to Mizoram University?
11. Is there any significant relationship between burnout and professional commitment among teachers in colleges affiliated to Mizoram University?
12. Is there any significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University?

1.10.0 STATEMENT OF THE PROBLEM

The problem under investigation reads as “*Job Satisfaction, Professional Commitment and Burnout of Teachers in Affiliated Colleges of Mizoram University*”.

1.11.0 OPERATIONAL DEFINITION OF THE TERMS USED

- Job Satisfaction:** In the present study, Job satisfaction is the extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled. It also implies a measure of workers contentedness with their job, whether or not they like the job or individual aspect or facets of jobs, such as nature of work or supervision.
- Professional Commitment:** Professional Commitment in the study is defined as the loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges.
- Burnout:** Burnout here refers to a syndrome that is thought to be caused by ongoing stress at work that has not been effectively controlled. It has three characteristics: a sense of being exhausted or depleted of energy; a stronger mental distance from one's work; or negative or cynical thoughts about one's work that diminish professional effectiveness.

Affiliated Colleges: In the present study, an affiliated college refers to a college that is officially recognized and connected to a university or an educational board. This affiliation allows the college to offer courses and degrees that are authorized by the university or board. The college operates under the university's guidelines, curriculum, and regulations, but it is a separate institution in terms of management and administration. In essence, while the college provides education and awards degrees, those degrees are issued by the affiliated university.

Mizoram University: Mizoram University (MZU) is a central university located in Aizawl, the capital city of Mizoram, India. It was established on 2nd July, 2001 by an Act of the Parliament of India, aiming to provide quality education to the people of Mizoram and the northeastern region of India. It is one of the prominent educational institutions in the region.

1.12.0 OBJECTIVES OF THE STUDY

1. To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University.
2. To compare the job satisfaction level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
3. To compare the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.
4. To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.

5. To compare the professional commitment level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
6. To compare the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
7. To find out the level of burnout teachers in colleges affiliated to Mizoram University.
8. To compare the burnout level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification
9. To compare the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.
10. To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.
11. To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.
12. To analyze the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

1.13.0 HYPOTHESIS OF THE STUDY

For the purpose of testing, the research hypotheses are

1. There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
2. There is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

3. There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
4. There is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
5. There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
6. There is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.
7. There is no significant relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.
8. There is no significant relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.
9. There is no significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to f Mizoram University.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION

The review of earlier research findings provides an essential framework for advancing further studies. In a literature review, “literature” refers to the works consulted by the researcher to understand and investigate their research problem, while “review” signifies organizing and synthesizing the knowledge from previous and current research in a specific area. The literature reviewed encompasses a wide range of publications, including academic journal articles, books, conference proceedings, association papers, and dissertations.

The Review of Related Literature is a cornerstone of academic research, offering a comprehensive exploration of the existing scholarly landscape. This chapter rigorously examines previous studies, with a particular emphasis on burnout, job satisfaction, and professional commitment among college teachers. By situating the current study within the broader context of established research, this review not only emphasized its academic relevance but also uncovers unique perspectives and identifies research gaps that have been previously overlooked.

A total of 131 studies are systematically and meticulously analyzed, utilizing thematic categorization in strict adherence to APA 7th edition citation guidelines. A brief detail is portrayed in the Table below;

Table 2.1
Detail: Review of Related Literature

| Sl. No | Name of studies | No. of Literature Reviewed | Span of years | No. of Years Covered |
|---------------|--|-----------------------------------|----------------------|-----------------------------|
| 1. | Burnout | 36 | 1984-2021 | 37 Yrs |
| 2. | Job Satisfaction | 36 | 1968-2020 | 52 Yrs |
| 3. | Professional Commitment | 25 | 2004-2023 | 19 Yrs |
| 4. | Relating to burnout, job satisfaction and professional commitment among teachers | 34 | 1984-2022 | 38 Yrs |
| Total | | 131 | 1968-2023 | 55 Yrs |

2.2.0 Studies related to Burnout

2.3.0 Studies related to Job Satisfaction

2.4.0 Studies related to Professional Commitment

2.5.0 Studies related to Burnout, Job Satisfaction and Professional Commitment

2.6.0 Overview

2.2.0 STUDIES RELATED TO BURNOUT

Smethers (1984) carried out research on stress and anxiety among comprehensive school teachers. A personality test was administered (which measures personality traits such as anxiety related traits) in order to determine the anxiety and resilience levels of teachers. The results found that the most frequently reported sources of stress were pupils' poor attitudes and pupil misbehavior. High levels of anxiety were also found for self-reported stress. Also, teachers doing the majority of classroom teaching reported the most stress and the amount of professional experience or the teachers' age did not result in lower levels of job stress.

Kariacou (1987) in his study found that there was a great concern over significant numbers of stressed and burned out teachers in recent years. The effects of burnout can be devastating. Numerous studies have shown that extended work-related stress can negatively impact teaching quality and the teacher-student relationship, as well as cause mental and physical health issues.

Hock (1988) conducted a study on 'Professional Burnout among Public School Teachers'. The study of 939 teachers in San Diego found significant variation in burnout levels, with no demographic factors influencing susceptibility. Age, sex, grade level, subject taught, and years of experience did not appear to have any bearing on a person's vulnerability to burnout. Teaching climate played a key role in burnout, and specific stressors were identified as major contributors. The research highlighted both psychological and physical effects of burnout and emphasized its relevance in studying individuals in large organizations, suggesting directions for future research.

Capel (1992) cited that based on several international studies, approximately 60% to 70% of all teachers repeatedly show symptoms of stress, and a minimum of 30% of all educators show distinct symptoms of burnout.

Lumsden (1998) found that teacher morale overall was so low that 40% of teachers surveyed would not select teaching again as a career, and 57% were either undecided about leaving teaching, actively planning to leave teaching, or would leave the teaching field if something better came along. This situation is serious as such a high percentage of teachers complained about burnout. It would affect the quality of teaching and the quality of life among teachers.

Wiley (2000) conducted a synthesis of research on the causes, effects and reduction strategies of teacher stress. It was found that general environmental characteristics of teacher stress included stressors like role conflict and ambiguity, time demands, large class enrolment, troublesome or disruptive students.

Abel and Sewell (2001) in the US found that urban secondary school teachers experienced significantly more stress from poor working conditions and poor staff relation than did rural school teachers. For rural educators, burnout was

predicted by time constraints and unfavourable working conditions, whereas for urban educators, burnout was predicted by student misconduct and unfavourable working conditions.

Chen (2002) on stress and life events of middle school teachers from China, found that there was a gender difference on the Stressful Life Events Scale (SLERS). Male teachers had higher negative life events scores than the female teachers but one could argue that such findings are not ecologically valid and are only specific to the population being tested and the culture.

De Nobile (2010) investigated the relationships between biographical variables of gender, age, experience, and employment position and occupational stress of staff members in catholic primary schools. They discovered that three of the four recognised dimensions of occupational stress, as well as overall occupational stress, were correlated with age, gender, and position. Additionally, overall, men employees are more stressed out at work than their female counterparts. The researcher suggested that a reasonable amount of research be done on the stress of instructor assistance.

Kumar and Deo (2011) explored the different aspects of work life of college teachers in general and to find out difference in perception of male and female as well as junior and senior teachers with regard to their responses in particular. The results showed that junior college teachers were considerably more stressed on the majority of stress dimensions than senior instructors. However, compared to their male colleagues, female teachers reported higher levels of inter-role distance stress and roles overload.

Aftab and Khatoon (2012) findings revealed Male teachers exhibit higher occupational stress than female teachers, although nearly half of secondary school teachers report modest levels of job-related stress. Compared to postgraduates and inexperienced teachers, trained graduate teachers report higher levels of stress. Furthermore, the largest occupational stress is experienced by teachers with 6–10 years of experience, whereas the lowest is experienced by those with 0–5 years.

Aggarwal (2012) in the study on 'Self-efficacy as predictor of occupational stress among academic faculties of Punjab University and Guru Nanak Dev University' had explained the interactive and relative effects of self-efficacy on occupational stress of academic faculty. The results showed that role ambiguity and role insufficiency can be accurately predicted by self-efficacy. Based on the results, she proposed that self-efficacy training workshops would assist teachers in managing stress brought on by role ambiguity and insufficiency.

Reddy and Poornima (2012) research revealed that majority of the university teachers are experiencing moderate and high levels of occupational stress and 86 percent of teachers have professional burnout. Furthermore, the study provided compelling evidence in favour of the notion that university teachers' professional burnout and occupational stress are positively correlated.

Ritu (2012) conducted the comparative study of occupational stress of secondary school teachers in relation to their demographic variables i.e. gender, types of school and locality. The study aimed to compare the occupational stress of secondary school teachers based on gender, school type (government vs. private), and locality (urban vs. rural) using the OSI index by A.K. Shrivastava. The results indicated no significant differences in occupational stress across these factors.

Shikieri and Musa (2012) studied the factors associated with occupational stress and their effects on organizational performance in a Sudanese University. The study explored factors contributing to occupational stress and its impact on organizational performance at a private university in Sudan. Findings revealed that teachers experienced high job stress, which negatively affected their health, job satisfaction, performance, and commitment. The study recommended that the university address these stressors to improve employee well-being.

Barutcu and Serinkan (2013) studied 'Burnout syndrome of teachers: An empirical study in Denizli in Turkey' to determine the levels of burnout in teachers working in schools in Denizli. The study found low levels of burnout in teachers, high school teachers experienced burnout at least, men are more experienced burnout than women teachers. Inadequate salaries of the teachers who have been

identified more experienced burnout. Another finding is that the executive levels of teachers experienced more burnout and young teachers were found to be in more burnout than other age groups. Working conditions affecting burnout may improve as required. The study suggested that for the new teachers to facilitate their adaptation to the institutions, an orientation programs should be implemented to deal with the problems faced.

Bhuvaneshwari (2013) conducted a case study on psychological and physical stress undergone by married women working in deferent teaching institutions. According to the report, harassment, poor work-life balance, excessive work hours, and obligations to both home and the workplace are the main causes of stress for married working women. Health problems like migraines, high blood pressure, and obesity are caused by this stress. The researcher came to the conclusion that work-life balance, family time, entertainment, yoga, rest, and institutional support are all effective ways to reduce stress.

Ekundayo and Kolawole (2013) conducted study entitled ‘Stress among secondary school teachers in Ekiti State, Nigeria’. The study investigated sources of stress among secondary school teachers in Ekiti State and their coping strategies. Findings showed that poor working conditions, strained relationships with superiors, and late salary payments were major stressors. Effective time management was identified as the primary coping strategy.

Jeyaraj (2013) conducted a study among government and Aided higher secondary school teachers, with the sample of 185 Aided school teachers and 120 government teachers. The study found that higher stress levels among teachers were linked to lower job satisfaction, increased absenteeism, a higher likelihood of leaving the profession, and reduced commitment to returning to teaching.

Khatun (2013) studied ‘Burnout of secondary school teachers in relation to some personal variables and Teacher burnout a study by MBI Second Edition of Maslach (1981-1986) was administered over a sample of 100 secondary school teachers of Siliguri Municipal Corporation in Jalpaiguri Educational District of West Bengal. The findings of the study revealed that there is significant difference in sex,

age group, experience, subject taught and training variation but management variation is no significant difference in teacher burnout at secondary level.

Nagra and Arora (2013) conducted the research on occupational stress and health among teacher educators. They strived to find out the level of occupational stress and its relationship to health among the teacher educators in relation to their gender and marital status. The results of their study revealed that teacher educators experienced moderate level of occupational stress & significant differences were indicated regarding occupational stress among teacher educators in relation to gender and marital status.

Reddy and Anuradha (2013) conducted a study on occupational stress of teachers working at higher secondary level. They revealed that around 88 percent of higher secondary teachers are experiencing moderate and high levels of occupational stress. Researchers suggested some measures which could prove beneficial to teachers in coping with stress. The measures include improve self esteem, build self confidence, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle.

Qadimi and Praveena (2013) in their research found that teachers with higher age groups had higher burn out scores. The study showed that there were no significant differences between age groups of school teachers with reference to their occupational stress.

Bilgen and Genc (2014) in their paper “The rate of burnout of elementary school teachers and elementary mathematics teachers”, they examined the exhaustion levels of the elementary school teachers and the elementary mathematics teachers according to gender, marital status, seniority and type of school graduated. The study involved 80 female, 59 male teachers. The sample of teachers from Canakkale province provided data for the study. The study found that burnout levels do not differ according to their gender, marital status, seniority and type of school they had graduated. On the basis of departments, it was found out that both elementary school teachers’ exhaustion levels and elementary mathematics teachers’ exhaustion levels were medium.

Caruso et al. (2014) studied 'Burnout experience among teachers: A case study' in which the results suggested the importance of Interpersonal Trust and School Climate in the prevention of Burnout. Exhaustion was negatively and significantly correlated with the dimension of Interpersonal Trust concerning the Faith in intentions of Peers, and with three dimensions of School Climate, namely, Student Relations, Instructional Innovation and School Resources. Depersonalization was negatively and significant correlated with three out of the four dimensions of Trust (with the exception of Faith in intentions of Management) and with two dimensions of School Climate, namely, Student Relations and School Resources. Finally, Personal Accomplishment was positively and significantly correlated with Faith in intentions of Peers and with Student Relations.

Ghania et al. (2014) studied the stress among special education teachers in Malaysia. The study examined factors contributing to occupational stress among special education teachers in Penang, Malaysia. Results identified pupil misbehavior as the primary stressor, followed by workload, time and resource constraints, lack of recognition, and interpersonal relationship challenges.

Sindhu (2014) conducted empirical research entitled 'A study on stressors among college teachers.' They analyzed various stressors among college teachers by using various research tools. Based on the study's results, the researcher has stated unequivocally that stress, particularly work-related stress, affects college teachers. The researcher has also suggested that they adopt coping mechanisms to help them deal with stress.

Sachdeva and Narwal (2015) studied job burnout among teachers in private professional institutions. Results from the study confirmed that teachers working in private professional institutions report high level of burnout. Their observed level of emotional exhaustion was more than the standard level. Besides this their depersonalisation level was more and personal accomplishment was low. But no noticeable differences were found in the dimensions of job burnout on the basis of age, gender, marital status, and education, but overall job burnout was higher than the standard level.

Demjaha et al. (2015) investigated the stress causing factors among teachers in elementary schools and their relationship with demographic and job characteristics. The study's findings showed that changes in terms and conditions without consultation and the assignment of responsibility without decision-making authority were the main causes of the greatest levels of reported work-related stress among teachers.

Sabherwal and Ahuja (2015) conducted a study to find out the occupational stress among faculty members in higher education institution and the results showed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student's indiscipline and poor pay prospects as a very high ranked stressor. Additionally, the results showed that the administrators' performance was unaffected by their typical low to moderate degree of stress management.

Manabete et al. (2016) conducted research on job stress among school administrators and teachers in Nigerian secondary schools and technical colleges. According to the study, the primary causes of professional stress among Nigerian teachers are role uncertainty, strained relationships with superiors, and work overload.

Subon and Sigie (2016) conducted a study on 'Burnout among primary and secondary school teachers in Samarahan district' in which 50 teachers were randomly selected as sample and a Survey design using a questionnaire was employed as a data collection tool in this study. It was found that the teachers of the two schools had a moderate level of burnout. In contrast with past findings, it was also found that the teachers' subject option and the school setting did not have any significant relationship with teacher burnout. However, the teachers' period of service had a significant relationship with teacher burnout which ascertained the results of past studies.

Yoganand et al. (2019) in their paper 'A study on burnout syndrome among school teachers in Tamil Nadu', a sample of 251 government school teachers was taken by using convenient sampling technique. The study found that the magnitude

of burnout was not high in government school teachers. On the other hand, it was discovered that working at a high school, attending an urban school, having a spouse who is a teacher, having a chronic condition, and spending more time travelling to and from school were all linked to higher levels of burnout.

Iqbal et al. (2020) in their paper ‘Assessment of Government teachers’ burnout regarding selected demographic variables’ assessed the burnout of government teachers regarding selected demographic variables. The data analysis revealed that all together, the burnout level among SST teachers of DI Khan was low. On the gender basis, a significant difference was recorded while, no significant differences were noted on the marital status and the locality facets of the burnout. Various recommendations, including increase in pay and allowances, convince and medical facilities. along with trainings regarding coping and diminishing stress and burnout, were made on the basis of data analysis.

Wulolign et al. (2020) conducted a study ‘Burnout experience of secondary and preparatory school teachers in West Gojjam and Awi zone in Amhara regional state’ and the participants of the study were selected by simple random sampling technique. The study used a cross-sectional survey to examine burnout among secondary and preparatory school teachers. Results showed high burnout levels across all dimensions, with no significant gender differences in emotional exhaustion (EE) and personal accomplishment (PA) burnout levels.

Bourgeault et al. (2021) conducted a study titled “A gender analysis of work, stress, and mental health among professional and non-professional workers,” which explored the differences in mental health experiences between workers in professional and non-professional roles, with a specific emphasis on gender. Statistical analyses were performed on data from the Canadian Community Health Survey and a related Mental Health and Well-Being survey. The findings revealed that individuals in professional roles reported better mental health, greater job satisfaction, and a lower prevalence of mental disorders but experienced higher self-perceived life and work stress compared to those in non-professional roles. Workers in professional roles reported greater job security and job control alongside higher

psychological demands. Women in professional roles experienced notably higher physical exertion, reduced job authority, and increased rates of work absences.

2.3.0 STUDIES RELATED TO JOB SATISFACTION

Feldvebel (1968) in his paper 'Teacher Satisfaction as a Function of Conditioning Factors in the School and Profession' concluded that teacher satisfaction is subject to conditioning by factors inside and outside of the profession. To understand these various motivational systems and the effect that they have upon teacher attitudes is a first step in devising policies and in developing an organizational climate which will minimize negative effects and maximize positive tendencies. The encouragement of positive work attitudes and the feeling of personal well-being associated with this is an end worthwhile in itself.

Taludar (1973) conducted 'A study of Job Satisfaction among Secondary School teachers of Shillong' and found that brilliant career, fine professional training, good salary, examiners and paper setter who were recognized as superior were more dissatisfied in their profession.

Cohen (1974) in his study 'Community College Faculty Job Satisfaction' used the critical incident method in which 222 community college instructors from twelve colleges were asked to relate aspects of their work that led them to feel satisfied and aspects that led them toward feelings of dissatisfaction. Nearly two-thirds of the group cited administrative, collegial, and/or organisational challenges as the reason for their dissatisfaction, while over two-thirds said they were satisfied with student learning or interactions with students.

Lavingia (1974) conducted 'A study of Job satisfaction among school teachers' in which the study revealed that Primary school teachers were more satisfied than secondary school teachers. Young, female, and unmarried teachers reported higher job satisfaction than their senior, male, and married counterparts, with job efficiency positively correlated to job satisfaction.

Barnard and Kulandaival (1976) conducted a study on 'Job Satisfaction among graduate teachers of Coimbatore in Tamil Nadu' and the study revealed that

women teachers are more satisfied than male teachers, and the teachers with less number of dependants are found to be better satisfied than the other. Aided school teachers are more satisfied than Municipal and Government school teachers in his study of Job Satisfaction among school teachers.

Reddy and Babjan (1980) in their study on ‘Why do the teachers working in Government and Private school differed in the level of job satisfaction’, found that the teachers working in Government Schools due to inadequate facilities available in the government schools and frequent transfer to places far from their present places.

Chapman and Lowther (1982) conducted a study on ‘Teachers’ Satisfaction with Teaching’ and proposed a scheme of the influences affecting teachers’ career satisfaction and reports a study using that scheme to investigate the relationship between selected abilities, values and accomplishments and teachers’ career satisfaction. The study found that female teachers were more satisfied with their teaching careers than male. Teachers' skills and abilities influenced satisfaction but only minimally. Career satisfaction was higher when teachers placed less importance on difficult-to-achieve accomplishments, while actual achievements in these areas strongly boosted satisfaction.

Kakkar (1983) conducted ‘A study of Job satisfaction in relation to Attitudes, Job Values and Vocational Interest of women’ in which four categories of women employees, viz., teaching, clerical, mechanical and medical were included. The study found significant differences in job satisfaction among women in four vocations, with job satisfaction positively related to occupational level. Job satisfaction was influenced by job type, vocational attitudes, and work values. Additionally, factors such as age, education, income, vocational attitude, and work values showed a positive relationship with job satisfaction.

Chase (1985) surveyed 2,223 teachers across 29 states of America to assess their attitude on a number of aspects of their schools by using the NSSE Teacher Opinion Survey. The study found that teachers were generally satisfied with their jobs, rating overall job satisfaction the highest, followed by student discipline and curriculum and instruction. School community relations received the lowest ratings

but remained above the midpoint, indicating a predominantly positive outlook on their teaching situation.

Padmanbhaiah (1986) studied the job satisfaction and teaching effectiveness of secondary school teachers in which it was found that the teachers in general were dissatisfied with their job, male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction and there was no significant difference between the teachers working in rural and urban areas in their level of job satisfaction/dissatisfaction with their job as a whole. The study found significant differences in job satisfaction between the two groups regarding policy matters and management policies. Additionally, married and unmarried teachers differed significantly in their satisfaction with policy matters, job suitability, and students.

Shanker (1987) studied teachers' responsibility and its relationship with school climate and job satisfaction of teachers at the secondary level in Moradabad District and the results of this study reveal that both male and female teachers working in autonomous and controlled school climate were found more responsible and highly satisfied, and as compared to rural teachers, urban teachers were found more satisfied with their job.

Ninomiya and Okato (1990) in their work 'A critical Analysis of Job-satisfied teachers in Japan' provided policy recommendations for improving teachers' job satisfaction on the basis of evidence from cross-cultural survey results. The study highlighted that Japanese teachers seek smaller class sizes, reduced external interference, and fewer non-instructional tasks to focus on teaching. Many feel overburdened with after-school work and lack sufficient non-teaching free periods. Additionally, 47% believe new programs lack development opportunities, and many are dissatisfied with their pay and benefits. Improving working conditions is seen as essential for job satisfaction.

Ushasree and Chandraiah (1990) conducted a study titled "Work values and job satisfaction of professional and non-professional college teachers." Data were collected from 100 professional and 100 non-professional college teachers using the

Work Values Inventory and the Cornell Job Descriptive Index (JDI). The findings indicated no significant differences in work values between professional and non-professional college teachers. However, professional college teachers reported higher levels of job satisfaction.

Joshi (1999) investigated the interrelationship between job satisfaction, job involvement and work involvement, and the relationship of these their variables with age, job experience, monthly income, and educational level results of the study revealed a significant association between job satisfaction and job involvement. Employment and work involvement were substantially connected with employees' age, employment experience, and monthly income. Only monthly income showed a significant correlation with job satisfaction.

Bogler (2001) did work on 'The Influence of Leadership Style on Teacher Job Satisfaction' which disclosed the effects of Principals' leadership style (transformational or transactional), principals' decision – making strategy (autocratic versus participative), and teacher's satisfaction from the job. The study examined how teachers' job satisfaction is influenced by their perception of their occupation, their principals' leadership style, and decision-making strategies. Surveying 745 Israeli teachers, the findings revealed that occupation perception had the strongest impact on satisfaction. Principals' transformational leadership also influenced satisfaction, both directly and indirectly. The study discusses implications for supervisors, principals, and policymakers.

Panda (2002) assessed the level of job satisfaction among teachers of government and non-government colleges. The study of 110 college teachers found that both government and non-government college teachers were satisfied with their jobs, with no significant impact of college management type on job satisfaction.

Stockard and Lehman (2004) conducted a study on the influences on the satisfaction and retention of 1st-year teachers; the importance of effective school management. The study analyzed factors influencing job satisfaction and retention among 1st -year public school teachers using School & Staffing Survey, the Teacher Follow-Up Survey as well as 1998-1999 survey of teachers. Results showed that

social support and school management were the strongest predictors of job satisfaction, while job satisfaction was the key factor influencing retention decisions.

Ayishabi and Amruth (2005) in their study of Job satisfaction of Primary School Teachers in relation to their teaching Competence found that the relationship between teaching competence and job satisfaction is positive and significant and this relationship is not influenced by sex, locale, teaching experience and educational qualification.

Ssesanga and Garrett (2005) studied 'Job satisfaction of University academics: Perspectives from Uganda' using a sample of 182 respondents drawn from two Universities in Uganda. The study found that each given component, whether intrinsic or extrinsic, can either stimulate academic happiness or generate dissatisfaction after discussing the data in the context of Herzberg's dichotomy. Age, rank, and tenure were found to be important predictors of academic job satisfaction; however, no data supporting a gender influence on job satisfaction was presented.

Judge et al. (2005) carried out a study on core self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment where they tested a model explaining how the core self-evaluations (i.e. positive self-regard) concept is linked to job and life situation. The study used the self-concordance model to examine the motives behind goal pursuit among 2 samples- 183 university students and 251 employees. Positive self-esteem (self-evaluation) was found to increase the likelihood that people will pursue their goals for intrinsic and value-aligned reasons, leading to greater self-satisfaction and job satisfaction. Furthermore, in both studies goal self-concordance was related to satisfaction (Job Satisfaction in Study-1 and Life Satisfaction in Study-2)

Boswell et al. (2005) surveyed the relationship between employee job change and job satisfaction-the honeymoon-hangover effect with a result suggesting that the honeymoon-hangover effect exists and that it occurred consistently across a 5-year period. The study suggests that the honeymoon-hangover effect varies for multiple job changers, indicating important factors influencing its timing and strength. This

effect helps interpret job attitude and turnover patterns while providing a framework for analyzing longitudinal data within and across organizations.

Bakhshi et al. (2008) conducted a study on 'Job Satisfaction as Predictor of Life Satisfaction: A Study on Lecturers in Government and Private Colleges in Jammu'. The study found that government college lecturers had higher job satisfaction than private college lecturers, though both groups showed no significant difference in life satisfaction. A strong positive correlation between job satisfaction and life satisfaction was observed, highlighting important implications for managers and supervisors.

Ahsan et al. (2009) investigated into the relationship between jobs stress and job satisfaction of high school teachers and types of personality and to evaluate the differences of the levels of job satisfaction in accordance with the personality features among the teachers working in state schools in the central/sub province of Sivas. The study found that teachers had moderate job satisfaction and that most were extroverts. Job satisfaction varied significantly based on personality traits such as liking competence, ambition in social and occupational areas, quick temper, and emotional restraint.

Klassen and Chiu (2010) sought to examine the relationships among teachers' year of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management and student engagement), two types of job stress (workload and classroom stress) and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. The study found that teachers' self-efficacy follows a nonlinear pattern, increasing in mid-career and declining later. The workload and stress levels in the classroom were higher for female teachers, while their self-efficacy in classroom management was lower. While more classroom stress resulted in worse self-efficacy and job satisfaction, more workload stress was associated with stronger classroom management self-efficacy. Self-efficacy in classroom management and student engagement was higher among early childhood educators. Overall, increased job

satisfaction was associated with higher levels of self-efficacy in instructional practices and classroom management.

Waltman et al. (2012) studied ‘Factors Contributing to Job Satisfaction and Dissatisfaction among Non-Tenure-Track Faculty (NTTF)’ and indicated that personal life and flexibility play a central role in shaping NTTF's sense of job satisfaction, something that some previous work on job satisfaction (e.g., Herzberg) would not lead us to believe. The study found that a lack of respect and inclusion strongly predicts job dissatisfaction among NTTF, differing from Herzberg's theory, which links recognition more to job satisfaction than dissatisfaction. It concluded that administrators could enhance NTTF job satisfaction and institutional commitment by supporting teaching efforts, promoting job security and advancement, and fostering inclusive work environments.

Malik (2013) conducted ‘A Comparative Study of Job Satisfaction among Government and Private Secondary School Teachers in relation to Educational Qualifications’. The study revealed that job-satisfaction of government secondary school teachers is more as compared to private secondary school teachers and academic qualification doesn't have significant effect on job satisfaction of secondary school teachers.

Raj and Lalita (2013) conducted ‘A study on Job Satisfaction Among Teachers of Private and Government School: A Comparative Analysis’. According to the study, there is no discernible difference between male and female teachers' satisfaction levels. Additionally, it was once more shown that the degree of satisfaction among teachers in public and private schools does not differ significantly.

Kataria (2014) conducted ‘A Study on Job Satisfaction of Government and Private school Teachers’. The study found significant differences in job satisfaction among private school teachers based on gender and locale, while no such differences were observed among government school teachers.

Amarasena et al. (2015) in their study titled “The effects of demographic factors on job satisfaction of University faculty members in Sri Lanka,” explored

how various demographic factors influence the overall job satisfaction of faculty members at state universities in Sri Lanka. The study surveyed 423 faculty members from fifteen state universities using a questionnaire. Data analysis involved descriptive statistics, analysis of variance, and regression analysis. The findings revealed that, overall, faculty members were satisfied with their jobs. Job satisfaction varied significantly based on current employment status and monthly salary, higher degree of education, marital status, number of children, gender, age, and teaching experience, on the other hand, did not significantly differ. The multivariate regression analysis further indicated that monthly gross salary and the number of children had a positive impact on faculty members' overall job satisfaction.

Parveen et al. (2015) in their paper titled 'Job satisfaction among government high school teachers of the province of Sindh, Pakistan' investigated the Job Satisfaction levels among the teachers of government high schools of the province of Sindh. The study found that 55% of high school teachers were highly satisfied with their jobs, while others remained due to attractive salaries. Teachers engaged in unions, with their personal and professional needs met at their door steps, reported higher job satisfaction.

Kaur (2016) studied "A study of job satisfaction among teachers of professional and non-professional colleges" to evaluate the job satisfaction of teachers working in professional and non-professional colleges. The research involved 40 teachers from various colleges affiliated with Panjab University, Chandigarh, located in Ludhiana district. The participants' ages ranged between 30 and 45 years. A job satisfaction questionnaire developed by Singh and Sharma was utilized to measure the job satisfaction levels of these teachers. To compare the job satisfaction levels between teachers in professional and non-professional colleges, a t-test was applied with the significance level set at 0.05. Descriptive statistics were also conducted. The findings revealed that the majority of male teachers in both professional and non-professional colleges exhibited a high level of job satisfaction. Most female teachers in professional colleges demonstrated greater job satisfaction compared to their counterparts in non-professional colleges. The study also found

that teachers in professional colleges reported higher job satisfaction than those in non-professional colleges.

Lalrinngheti and Fanai (2016) studied 'Level of job satisfaction among Deficit Secondary School teachers in Mizoram' in which the sample of the study consists of 66 secondary school teachers. The study revealed that most of the teachers have extremely high satisfaction and high satisfaction in their job. The study examines job satisfaction among deficit secondary school teachers, focusing on intrinsic job aspects, salary, service conditions, promotions, facilities, institutional policies, authority relations, social status, family welfare, student rapport, and coworker relationships.

Rudrapur et al. (2016) in their study titled 'Job satisfaction of teachers in horticulture college, Arabhavi', revealed that majority of the teachers were satisfied with the salary as the present salary is in commensurate with the work and position (52.00%) and salary paid is a vital source of satisfaction (60.00%). In case of job security also majority of the teachers were satisfied as the performance will be assessed objectively before taking any serious actions (68.00%) and guidance will be given to improve the job (64.00%). The teachers were highly satisfied with teaching the students (60.00%).

Singh and Vanlalhriatpuii (2017) in their research 'Job satisfaction of Higher Secondary School teachers: A case study' emphasized on the work environment and its effects on teachers' job satisfaction at Baptist Higher Secondary School (BHSS) Serkawn, Lunglei. The study found that a good work environment depends on motivational, socio-economic, health, and job security factors. Employees perform better when fully satisfied with their jobs.

Rinsangi (2019) conducted a study on 'Mental health and job satisfaction of college teachers of Mizoram in relation to their gender, teaching experience and stream of education'. According to the survey, gender had no discernible impact on Mizoram college teachers' satisfaction in their job. However, job satisfaction was strongly impacted by teaching experience and stream. Science and commerce teachers showed differences in satisfaction, while no difference was found between

science and arts teachers. Teaching experience influenced job satisfaction in the arts and science streams but not in commerce.

Mishra and Rinsangi (2020) conducted a study on ‘Job satisfaction of Degree college teachers of Mizoram’ to examine the job satisfaction of Mizoram college teachers and to evaluate the job satisfaction of college teachers-based on their gender, teaching experience plus instructional direction. The study found that Mizoram’s college degree teachers had high job satisfaction. No significant difference was found between male and female Mizoram college teachers and Mizoram science college teachers. There was no significant difference in the mean scores of Arts and Science for Job satisfaction as well as the degree of college teacher in arts and commerce. Whereas, the mean ratings of science and commerce degree college teachers for job satisfaction were substantially different. The teachers with more than 10 years of experience found to be more satisfied in their job compared to the one with less than that teaching experience in Mizoram state.

2.4.0 STUDIES RELATED TO PROFESSIONAL COMMITMENT

Bogler and Somech (2004) in their study found that teachers' professional and organizational commitment were positively linked to participation in decision-making. Managerial participation enhanced both the professional and organizational commitments, while technical participation was associated only with professional commitment.

Balay (2007) investigated “The relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their conflict management strategies” (compromising, problem solving, forcing, yielding, avoiding). The study found that male teachers were more likely to show compliance-based commitment and avoid conflicts with female teachers. Compared to younger teachers, older teachers were more likely to employ conflict resolution techniques and to build commitment through internalisation and identification.

Rots et. al. (2007) aimed to gain insight into the relationship between teacher education and graduating teachers not starting in the teaching profession. The studies predicted for variables referred to teacher education, integration to teaching and

teaching commitment. Their study revealed that graduates' teaching commitment in the teaching profession and perception of mentor teacher's evaluative support was directly related to teaching commitment. Other variables (e.g. faculty support, type of teacher training) were indirectly related through the medium of graduate's teacher efficacy and professional orientation.

Giffords (2009) found that organizational factors like organizations' sort, work position, annually gaining, different work benefits, proficient improvement openings are emphatically related with professional commitment.

Aydin et al. (2011) in their paper titled 'The effect of gender on organizational commitment of teachers: A metaanalytic analysis' - investigated the effect of gender on the organizational commitment of teachers and the levels of organizational commitment. The study found that the effect of gender on the organizational commitment was on the favour of males. Particularly, the male teachers showed higher levels of identification and internalization, making it easier for them to adopt organizational norms and values. In contrast, female teachers tended to commit to the organization primarily to maintain job security.

Surapuramath (2012) in the paper titled 'A study of professional commitment among B.Ed teacher educators of Bangalore University', included 100 teacher educator selected by using random sampling technique. NET and non-NET qualified educators, as well as male and female B.Ed. teacher educators, did not significantly differ in their levels of professional dedication, according to the study. However, those with over 11 years of teaching experience and unmarried educators showed higher professional commitment than those with 1–10 years of experience and married educators.

Arjunan and Balamurugan (2013) made a study on professional commitment of teachers working in tribal area schools and found that teacher working in tribal region had normal or low level of professional commitment. Professional commitment did not vary essentially in connection to sex but varied altogether in connection to territory of school and sort of administration.

Gupta and Jain (2013) studied 'Professional commitment among teacher educators' and found that there is no difference in professional commitment of teacher educators with respect to locale and gender; but showed significant difference on the basis of their academic qualifications.

Karagiorgi and Nicolaidou (2013) conducted a study on 'Professional development of teacher educators: Voices from the Greek-Cypriot context' and found out one of the teacher educators who participated in a professional learning program became more open to criticism on his/her teaching practices from colleagues and, through that, got to be more reflective approximately his/her teaching practices as well. Supporting student teachers to reflect on their honours, the other portion of this sub-category, is by and large seen as a vital errand of teacher educators.

Dalgic (2014) in the paper 'A meta-analysis: Exploring the effect of gender on organisational commitment of teachers' examined the relation between gender and organisational commitment of teachers. The relation was investigated as overall and in sub-dimensions of organisational commitment: affective, continuance and normative organisational commitment. The study found that although the mean effect sizes for overall, affective, continuance and normative OC showed that gender was not a major factor in determining teachers' level of organisational commitment, with the effect of gender on teachers' organisational commitment favouring females.

Gajjar (2014) studied 'Professional work commitment of teacher trainees of B.Ed College'. The study found that teacher educators' professional commitment did not significantly vary by gender, location, or educational background but differed significantly based on academic qualifications.

Sawhney and Mohali (2015) studied 'Professional commitment among secondary school teachers in relation to location of their school' in which the sample consisted of 113 TGT and PGT teachers of Mohali, Landran and Sohana schools in Punjab. Although the results did not reveal any differences in the level of professional commitment between secondary school teachers in rural and urban

areas, a percentile-based analysis revealed that rural teachers are more committed than their urban counterparts.

Sing and Kumar (2015) on their research, 'Professional commitment with higher and less experienced teachers' found that the distinction of professional commitment of secondary school teachers was not noteworthy in connection to their sex and teaching experiences.

Beri and Beri (2016) studied the professional commitment among teacher educators in relation to their work motivation. The study found that, overall, and in every dimension, there is very little correlation between work motivation and professional dedication, with the exception of the work group relationship dimension and the commitment to fundamental values component.

Yadav (2016) in the paper titled 'Demographic characteristics & organizational commitment: Studying interaction effect among school teachers' to study commitment with relation to gender, age and organization tenure among private school teachers in Lucknow, India. The findings demonstrated that, in terms of commitment scores, there was no discernible variation by tenure, age, or gender. However, the impacts of both interactions were noteworthy.

Jamwal (2017) conducted research on 'Professional Commitment and Teachers'. He revealed that there are basic associations between professional commitment and teachers in terms of for the foremost portion perspectives and there are basic contrasts between professional commitment and teachers in terms of few points. On the introduce of the study it can be revealed that there's positive relationship between professional commitment and teachers.

Shoaib and Khalid (2017) studied "Professional commitment of teacher educators: Future of nation builders". The study of 320 teacher educators from GCETS found that older educators demonstrated higher commitment than younger ones, and those with higher academic and professional qualifications were more committed than their less qualified counterparts.

Agrawal and Jain (2020) conducted a study 'Influence of demographic variables on organizational commitment of school teachers: Evidence from the Kathmandu valley, Nepal' to find the influence of demographic variables on the organizational commitment of school teachers in Kathmandu and Lalitpur districts. The study found no significant differences in teachers' affective, continuance, normative, or overall commitment based on gender or education level. Affective commitment increased with service years, while continuance commitment was high in the first five years, declined between five to ten years, and rose again after a decade in the same job.

Ali (2020) in the study titled 'Professional commitment of teacher educators in colleges of education in Jammu district (J&K)', the data were collected from 110 teacher educators consisting sex-wise, locality-wise, qualification-wise, NET non-NET-wise, marital status-wise. The study found that in Jammu district colleges of education, female, M.Phil./Ph.D.-qualified, urban, unmarried, and NET-qualified teacher educators performed better than their male, postgraduate, rural, married, and non-NET-qualified counterparts.

Shah et al. (2020) studied 'Demographic variables effect the organizational commitment of teachers: Myth or reality' to identify the relationship between organizational commitment and demographic variation of private secondary school teachers. It was found that there was no correlation among academic, professional qualification, and marital status with the organizational commitment of teachers. It was further concluded that there was a relationship between the experience of teachers and the organizational commitment of teachers.

Ahammad (2021) in the paper titled 'A study of professional commitment of teacher educators in relation to locality, gender and streams of study in the state of West Bengal' examined professional commitment among teacher educators. The study was conducted on a sample of 240 teacher educators in the state of West Bengal. The findings revealed that male and female, urban and rural, science and arts teacher educators differed significantly on professional commitment.

Izzati et al. (2022) in their research titled ‘Professional commitment in terms of gender and tenure of vocational high school teachers’ examined how gender and tenure can contribute to differences in professional commitment. Subjects who participated in this study amounted to 89 people. There was no significant difference in the level of professional commitment between male and female teachers, according to a two-way ANOVA. However, tenure had a significant impact, with teachers exhibiting greater professional commitment as their tenure increased.

Mahajan and Kauts (2022) in their paper titled ‘Study of professional commitment with respect to gender, location and teaching experience among Secondary School teachers of Punjab’ consisted a sample of 960 secondary school teachers. The study found that female secondary school teachers in urban areas showed higher professional commitment than male teachers in rural areas. Teachers with 11-20 years of experience and those with less than 10 years were more committed than those with 21+ years of experience. However, no significant difference in professional commitment was observed between male and female teachers across rural and urban areas or different experience levels.

Lal (2020) studied “Professional commitment of government senior secondary school teachers in relation to gender in Himachal Pradesh”. The study examined the professional commitment of male and female senior secondary school teachers. Results showed no significant differences between male and female teachers in overall professional commitment, commitment to learners, society, profession, or basic values. However, a difference was observed in their commitment to achieving excellence.

Vanlalfana and Fanai (2023) in their paper titled “Professional commitment level among teacher educators in Lunglei district” revealed that there was significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their gender and there was no significant difference in the level of professional commitment between teacher educators in Lunglei District with respect to their marital status. It was also found that maximum teacher educators fall under Above Average level of Professional Commitment.

2.5.0 STUDIES RELATED TO JOB SATISFACTION, PROFESSIONAL COMMITMENT AND BURNOUT

Smilansky (1984) In order to investigate the nature of job satisfaction and job-related stress complaints, conducted a study at Hebrew University in Jerusalem on the internal and external correlates of teachers' satisfaction and willingness to disclose stress. Findings showed that satisfaction was mainly influenced by internal factors like life satisfaction and self-efficacy, while stress was linked to external factors such as principal and pupil ratings. Teachers' satisfaction and stress were more related to classroom experiences than administrative or policy issues.

Borg et al. (1991) in their research titled 'Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary school teachers', revealed that the level of teacher stress, job satisfaction and career commitment was constituted differently in some of the teacher demographic subgroups. The study found that teacher gender and the ability group they taught significantly influenced stress levels. Teachers experiencing higher stress were less satisfied with their jobs and less likely to choose teaching again. Among stress factors, pupil misbehavior and time/resource difficulties had the strongest association with overall job stress. "Professional recognition needs" exhibited the highest negative correlation with career commitment and job satisfaction out of the four categories.

Shann (1998) studied 'Professional commitment and satisfaction among teachers in urban middle schools' in which data was collected from 92 teachers in 4 urban middle schools through interviews and questionnaires. Teacher-pupil relationships ranked highest overall in terms of importance and satisfaction. The study found that parent-teacher relationships were a major concern for teachers. Those in lower-achieving schools were more dissatisfied with teacher relationships and the curriculum and reported greater student achievement gaps. Principals were encouraged to enhance teacher involvement in decision-making while addressing educational reforms to improve teacher satisfaction.

Gursel et al. (2002) in their paper, 'An analysis of burnout and job satisfaction between Turkish headteachers and teachers' explored Turkish headteachers' and teachers' burnout and job satisfaction relating to work status, gender and years of work-experience. Headteachers reported higher levels of job dissatisfaction and depersonalisation than teachers, according to the study, which polled 290 individuals (80 headteachers and 210 teachers). Compared to women, men reported higher levels of depersonalisation but less emotional weariness. More experienced educators had higher depersonalization and lower job satisfaction but also greater personal accomplishment than their less experienced counterparts.

Sari (2004) in the paper titled, 'An analysis of burnout and job satisfaction among Turkish special school headteachers and teachers, and the factors affecting their burnout and job satisfaction' explored issues of burnout and job satisfaction among special school headteachers and teachers in Turkey. The study found that special school headteachers felt lower personal accomplishment than teachers, but both groups showed no significant differences in emotional exhaustion, depersonalization, or job satisfaction. While female educators reported higher job satisfaction, male educators reported higher depersonalisation and less emotional weariness and personal success. Compared to less experienced educators, more experienced educators reported higher levels of emotional tiredness and depersonalisation, poorer job satisfaction, and more personal accomplishment.

Koustelios and Tsigilis (2005) conducted a study on 'The relationship between burnout and job satisfaction among physical education teachers: A multivariate approach' and examined the multivariate relationship between job satisfaction and burnout, experienced by Greek physical education school-based teachers. The sample consisted of 175 physical education teachers, from primary and secondary education. Canonical loadings indicate that job satisfaction is mainly influenced by the nature of the job itself, followed by supervision and working conditions. Personal achievement and emotional exhaustion are the main causes of burnout, and intrinsic job satisfaction is more strongly correlated with burnout than extrinsic factors.

Salami (2008) studied on 'Impact of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behaviour: The Moderating Role of Group Cohesiveness'. The study looked at how organisational commitment (OC) and work satisfaction affected organisational citizenship behaviour (OCB) among 420 secondary school teachers in Southwest Nigeria. Hierarchical multiple regression analysis was used to analyse the collected data. Findings revealed significant relationships between job satisfaction and OC with OCB, with group cohesiveness moderating these relationships. The study recommended better motivation, salaries, and work environments for teachers, along with intervention strategies to enhance group cohesiveness.

Shukla (2009) illustrated a high positive connection between professional commitment and job satisfaction but the connection between teaching competence and job satisfaction came to be emphatically exceptionally low for most of the measurements and for a few of the measurements, negative connection was observed.

Skaalvik and Skaalvik (2009) conducted a study titled 'Does school context matter? Relations with teacher burnout and job satisfaction' and the study examined the relationships between school context, teacher burnout, and job satisfaction among 563 elementary and middle school teachers in Norway. The AMOS 5 software was used to analyse the data through structural equation modelling. Job satisfaction was directly influenced by emotional exhaustion and reduced personal accomplishment and indirectly affected by all school context factors. Time pressure was the primary cause of emotional exhaustion, whereas teacher-parent connections were closely linked to depersonalisation and a decrease in personal success.

Malik et al. (2010) conducted a study on 'Job satisfaction and organizational commitment of university teachers in public sector of Pakistan' to determine the impact of teachers' satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. The study found that faculty members' organizational commitment was significantly influenced by satisfaction with work itself, supervision quality, and pay. They exhibited high organizational

commitment and satisfaction with their work, supervision, salary, co-workers, and promotion opportunities.

Canrinus et al. (2012) in their paper titled, 'Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity' investigated how relevant indicators of teachers' sense of their professional identity (job satisfaction, occupational commitment, self-efficacy and change in level of motivation) are related. The study of 1,214 Dutch secondary school teachers found that classroom self-efficacy and relationship satisfaction were key factors influencing teacher-related indicators. Using multiple-group SEM, the model showed similar patterns across novice, experienced, and senior teachers, aligning with previous research on teachers' professional identity.

Chavez Jr (2012) conducted a study on "Organizational commitment as influenced by leadership behavior of administrators, job satisfaction and burnout of teachers: A structural equation modelling" to determine the best model of organizational commitment. It established the interrelationship among leadership behavior, job satisfaction, burnout, and organizational commitment. Findings revealed that the overall leadership behavior of administrators and organizational commitment of teachers were high. On the other hand, the job satisfaction of teachers was moderate and their degree of burnout was low. Furthermore, the leadership behavior, job satisfaction, and burnout were highly correlated with organizational commitment, and found to be significant predictors of organizational commitment.

Nagar (2012) studied 'Organizational commitment and job satisfaction among teachers during times of burnout' in which the study examines three factors of burnout as potential antecedents of 153 university teacher's job satisfaction, and the effect of increased job satisfaction on commitment among employees toward their organization. According to the study, job satisfaction is negatively impacted by all three burnout factors: depersonalisation, diminished personal accomplishment, and emotional exhaustion. Male instructors rated higher on depersonalisation, whereas female teachers scored higher on emotional exhaustion and lower personal

accomplishment. Despite this, female teachers were found to have higher job satisfaction, possibly due to lower job status expectations. Women also showed greater organizational commitment, likely due to perceived differences in alternative employment opportunities.

Goswami (2013) in the paper titled ‘A study of burnout of secondary school teachers in relation to their job satisfaction’, job burnout is considered as dependent variable; and age, gender, location of school and job satisfaction as independent variables. The study found that teacher burnout reduces job satisfaction and is influenced by age and workplace location, though not by gender. It emphasized that the negative effects of burnout are costly for organizations.

Shahab and Ali (2013) studied ‘Stressors exploiting teacher’s satisfaction and professional commitment the key to reduce job burnout’, 166 higher educational faculty members of 17 public and private universities listed under federal region with Higher Education Commission of Pakistan have given their responses. Four determinants which are role conflict, role ambiguity, home-work interface and work overload as predictors of job stress were identified and studied, only one role ambiguity showed insignificant relation. The causal negative relation of job stress and job satisfaction was identified and in a similar vein job satisfaction studied having a moderating effect of professional commitment on burnout that weakens the highly negative relationship between job satisfaction and burnout. SEM analysis used for exploring the causal path relationship.

Panagopoulos et al. (2014) studied ‘Professional burnout and job satisfaction among physical education teachers in Greece’ in which 132 Physical education teachers received a questionnaire and responded to the survey. The results indicated that teachers exhibited moderate levels of job satisfaction, high levels of emotional exhaustion, low depersonalization and personal accomplishment. Job satisfaction was inversely related with burnout but not related with demographic parameters, such as age and gender. On the contrary, gender had a significant effect on the levels of emotional exhaustion while family status had a significant effect on the personal accomplishment. Teachers were mostly satisfied with their working conditions, the

work itself, their colleagues and mostly dissatisfied with working hours, salary issues and low prospects of professional development.

Alavi and Ghafoori (2015) studied “The relationship between job satisfaction, organizational commitment and professional burnout of high school teachers in Khatam city” to investigate the relationship between job satisfaction, organizational commitment and burnout of high school teachers in the city of Khatam, Iran. 115 out of 160 primary and secondary high school teachers in Khatam who had been serving during the 92-93 academic years were randomly selected based on Morgan Sample size table. The results showed that among the components of burnout, there was only a significant difference between male and female teachers’ Feelings of Adequacy. Separation between the components of burnout with level of education and age was not significantly different. Job satisfaction and organizational commitment contributed to predicting emotional exhaustion and feelings of adequacy. In predicting depersonalization only organizational commitment was the contributor variable.

Akram et al. (2015) in their paper titled ‘Relationship of teacher competence with professional commitment and job satisfaction at secondary level’ aimed to find out the relationship of teacher competence with professional commitment and job satisfaction at secondary school level. The study found a significant positive relationship between teacher competence, professional commitment, and job satisfaction. It concluded that improving teacher competency can enhance both commitment and job satisfaction.

Abebe and Markos (2016) studied ‘The relationship between job satisfaction and organizational commitment in public higher education institution: The case of Arba-Minch University, Ethiopia’ which involved a sample of 100 academic staff. The study found that employees were most satisfied with coworker relationships, work nature, and communication but less satisfied with pay and promotion, leading to an average overall job satisfaction level. A significant positive relationship existed between job satisfaction factors (except pay) and organizational commitment, with strong links to affective and normative commitment but not continuance

commitment. Employees with longer tenures, higher education, older age, and marital status showed greater commitment than their younger, less experienced, single, and lower-qualified counterparts.

Basu (2016) in the paper titled 'Professional commitment and job satisfaction among secondary school teachers' aimed to investigate the professional commitment and job satisfaction of secondary school teachers and the relationship between them. The study was conducted on 98 secondary school teachers from Bareilly district. The study discovered that although school type had no significant impact on secondary school teachers' professional commitment, gender and prior teaching experience did. However, gender, type of school, and teaching experience significantly influenced job satisfaction. Additionally, professional commitment and job satisfaction showed a strong positive correlation.

Esfandiari and Kamali (2016) conducted a study 'On the relationship between job satisfaction, teacher burnout and teacher autonomy'. Three non-parametric statistical tests were used to analyze the collected data. According to the findings of this study, job satisfaction had a weak negative relationship with teacher burnout, and teacher autonomy correlated negatively with job satisfaction. Moreover, no relationship between teacher autonomy and teacher burnout was found. The paper concluded with implications for language teachers and policy makers.

Bashir (2017) studied 'Job Satisfaction of teachers in relation to professional commitment' to investigate the job satisfaction in relation to professional commitment of secondary school teachers. The study, conducted on 300 teachers in Punjab, India, found a significant difference in job satisfaction with regards to gender among secondary school teachers but no significant difference in their professional commitment. Additionally, a positive significant relationship was observed between job satisfaction and professional commitment, indicating their strong interconnection.

Sisay (2017) in the paper titled 'Effect of job satisfaction on organizational commitment: Comparative study on academic and supportive staff of Wollega

University, Nekemte campus', aimed to analyze the effect of job satisfaction on organizational commitment between academic and supportive staff of Wollega University. The study found a positive but moderate relationship between job satisfaction and organizational commitment among academic and supportive staff at Wollega University. While job satisfaction levels were similar for both groups, supportive staff showed higher organizational commitment than academic staff. Key factors affecting commitment included institutional policy and practice (the strongest predictor), compensation, responsibility, and advancement opportunities, while supervision had the weakest influence.

Yorulmaz et al. (2017) conducted 'A meta-analysis of the relationship between teachers' job satisfaction and burnout'. The study found a negative relationship between job satisfaction and emotional exhaustion, as well as between job satisfaction and reduced personal accomplishment, both at a moderate level. The relationship between job satisfaction and depersonalization was found to be negative but at a lower level. Additionally, study-type and grade-level moderators did not show statistically significant differences in variance among studies.

Mentese and Gokalp (2018) worked on 'An Evaluation of the Burnout Level of Middle School Teachers (Teachers of the Central Middle School of Tunceli)' and examines various aspects of occupational burnout and states that burnout occurs in employees as emotional exhaustion, depersonalization and low sense of personal accomplishment. In this study, the relation between burnout levels and job satisfaction of secondary school teachers who serve as providers of an intermediary education between primary and high schools are evaluated. The case analyzed here consists of secondary school teachers working in the province of Tunceli. And it is concluded in the research that secondary school teachers experience a high level of occupational burnout but not job satisfaction. No significant relationship was found between the professional satisfaction scale scores and the demographic characteristics of the teachers either. A negative correlation was also found between job satisfaction subscales and occupational burnout subscales.

Polat and Iskender (2018) studied ‘Exploring teachers’ resilience in relation to job satisfaction, burnout, organizational commitment and perception of organizational climate’ in which the study group consisted of 581 teachers. The study found that teachers' resilience levels had a significant negative relationship with burnout and significant positive relationships with organizational commitment, job satisfaction, and perception of organizational climate.

Ostad et al. (2019) studied ‘The dynamism of EFL teachers’ professional identity with respect to their teaching commitment and job satisfaction’ to investigate the dynamism of English as a foreign language (EFL) teachers’ professional identity with respect to their commitment and job satisfaction. Structural equation modeling (SEM) results showed that job satisfaction positively influenced self-expectation and teachers' duties, while external factors affected job satisfaction. Job satisfaction directly and indirectly predicted teacher commitment, which in turn impacted pedagogy, teachers' citizenship behavior, and instructional skills. Qualitative findings aligned with the quantitative results, highlighting overlaps among these constructs.

Raj and Jose (2019) in their paper titled ‘A study on the job satisfaction and institutional commitment among school teachers in Kerala with special reference to Malappuram district’ consisted of 60 respondents for the purpose of the study. On comparing the job satisfaction level and institutional commitment between government and aided and public-school teachers. The study found that job satisfaction influences job commitment towards the institution.

Sharma and Raj (2019) worked on ‘Exploring the effect of job satisfaction on organizational commitment of the University teachers’ which evaluated two factors related to organizational/professional commitment of University teachers in Mathura District. The study found a significant positive relationship between work satisfaction and commitment among university teachers, supporting the hypothesis that higher job satisfaction leads to increased organizational commitment.

Smetackova et al. (2019) studied ‘Teachers between job satisfaction and burnout syndrome: What makes difference in Czech elementary schools’ among

2,394 Czech elementary school teachers. The study compared two groups of teachers—those with no burnout symptoms and those with developing or developed burnout—finding significant differences in job satisfaction, self-efficacy, coping strategies, and social support. Negative coping strategies were found to have the strongest impact on the development of burnout syndrome.

Skaalvik and Skaalvik (2020) in their paper titled ‘Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study of 262 Norwegian high school teachers examined the relationships between job demands, job resources, burnout, depressed mood, job satisfaction, and motivation to quit. Time pressure strongly predicted emotional exhaustion, while low student motivation and a dissonant value context contributed to cynicism. Autonomy was positively linked to self-perceived accomplishment, whereas low student motivation had a negative impact. Burnout dimensions influenced job satisfaction, depressed mood, and teachers’ intent to leave the profession.

Wang et al. (2020) in their paper titled ‘Association between job stress and organizational commitment in three types of Chinese university teachers: Mediating effects of job burnout and job satisfaction’ conducted a study on 1,906 university teachers in China, and investigates teachers’ differences across groups. The study found that job stress had the highest impact on burnout among national university teachers, while its negative effect on organizational commitment and teachers’ satisfaction with their job was lower in comparison to provincial university teachers. For teachers in provincial university, stress due to their job significantly predicted organizational commitment, and burnout had a stronger mediating effect than job satisfaction.

Velde (2021) studied ‘Job satisfaction and organizational commitment. A case study: professors and administrative staff of the Al Dar university college’ to study the relationship between job satisfaction and organizational commitment. The results of the research showed that the majority of the employees of this institution were satisfied with their work; but they were not satisfied with the behavior and

attitude of the supervisors. On the contrary, the majority of the employees of this institution read the behavior of their colleagues as friendly and satisfied. The majority of the employees of this organization had said that there was no suitable opportunity for growth and promotion. The majorities of the employees of this institution were interested in this organization and consider the problems of the organization as their problems; but they did not see the current organization as suitable for securing their future, and they will leave the organization if they are offered a better job elsewhere. The results showed that the majority of the faculty and staff of this organization were below the level of job satisfaction (supervisors, growth opportunities and payments) and were below the level of continuous commitment.

Awaje and Amaha (2022) conducted a study on ‘The relationship between EFL teachers’ professional identity, professional self-esteem and job satisfaction’ in which 94 EFL teachers were selected from 10 government secondary schools. The findings indicated that professional self-esteem ($r = 0.81$, $P = 0.000$) and job satisfaction ($r = 0.70$, $P = 0.000$) are positively and significantly correlated with professional identity. SEM analysis also indicated that professional self-esteem positively predicted professional identity ($\beta = 0.66$, $P \leq 0.001$). Congruently, job satisfaction positively predicted professional identity ($\beta = 0.27$, $P \leq 0.001$). Moreover, professional self-esteem indirectly mediated the relationship between job satisfaction and professional identity.

2.6.0 OVERVIEW

This chapter encompasses a review of 131 studies. Of these, 36 studies focus on burnout, 36 on job satisfaction, 25 on professional commitment, and 34 examine the interrelationship between burnout, job satisfaction, and professional commitment among teachers. The literature reviewed spans 55 years, covering research conducted between 1968 and 2023.

The reviewed literature on teacher burnout consistently identifies common stressors such as poor working conditions, role ambiguity, excessive workload, and student misbehavior as major contributors to occupational stress, as highlighted by

Abel and Sewell (2001), Manabete et al. (2016), and Ekundayo and Kolawole (2013). However, demographic factors like gender, teaching experience, and age show mixed effects on burnout levels. Aftab and Khatoon (2012) found that male teachers and those with 6-10 years of teaching experience experienced higher levels of stress, whereas studies by Bilgen and Genc (2013) and Wulolign et al. (2020) reported no significant gender differences. Research on the role of age in burnout yields inconsistent results, with Qadimi and Praveena (2013) reporting higher burnout among older teachers, while others like Hock (1988) and Sachdeva and Narwal (2015) found no significant age-related differences.

In the studies related to professional commitment, the research generally supports the idea that teaching experience and advanced qualifications enhance commitment levels. Studies by Surapuramath (2012), Shoaib and Khalid (2017), and Shah et al. (2020) consistently find that more experienced teachers demonstrate higher professional commitment. However, the influence of gender and location on commitment is more ambiguous. While Ali (2020) observed higher commitment among female teacher educators in Jammu, Vanlalfana and Fanai found no significant gender differences in Lunglei District. Similarly, the effect of school location is mixed, with Sawhney and Mohali (2015) reporting higher commitment among rural teachers, and Mahajan and Kauts (2022) finding the opposite in urban areas. These discrepancies highlight the influence of contextual factors in shaping professional commitment.

Research on teacher job satisfaction reveals several consistent trends, particularly regarding the positive impact of working conditions, salary, and job security. Studies such as those by Barnard and Kulandaival (1976) and Rudrapur et al. (2016) emphasized on the significance of these factors in enhancing job satisfaction. The strong correlation between job satisfaction and life satisfaction is well-documented by Bakhshi et al. (2008). However, there is variability in how other factors like teaching experience, school type, and personality traits affect job satisfaction. While Lavingia (1974) and Shanker (1987) found that more experienced teachers report lower satisfaction, Joshi (1999) and Gursel et al. (2002) suggest that experience can have differing effects. The impact of educational

qualifications on job satisfaction remains debated, with studies like Malik (2013) finding no significant relationship, illustrating the complexity and context-specific nature of job satisfaction among teachers.

Research on burnout, job satisfaction, and professional commitment among educators reveals both consistent patterns and notable variations across different studies. A recurring theme is the inverse relationship between burnout and job satisfaction, with higher levels of burnout consistently associated with lower job satisfaction, as reported by Mentese and Gokalp (2018), Yorulmaz et al. (2017), and Goswami (2013). There is a positive correlation between job satisfaction and professional commitment, indicating that increased job satisfaction often enhances professional commitment, as evidenced by studies such as Bashir (2017) and Basu (2016). The role of experience is complex, as it can simultaneously contribute to higher emotional exhaustion and greater personal accomplishment, reflecting its dual impact on burnout and job satisfaction (Gursel et al., 2002; Sari, 2004). Leadership and resilience also play critical roles in shaping job satisfaction and organizational commitment, highlighting the importance of these factors in mitigating the adverse effects of burnout (Chavez Jr, 2012; Polat & Iskender, 2018). However, there are discrepancies in the literature regarding the influence of specific dimensions of burnout, gender, teacher autonomy, and regional contexts on these variables. These variations showed the need for a nuanced understanding of how demographic and contextual factors shape the interplay between burnout, job satisfaction, and professional commitment among educators.

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CHAPTER III

METHODOLOGY AND PROCEDURE

3.1.0 INTRODUCTION

Research is fundamental for building objective, valid, and credible knowledge in the social sciences, including education. Employing a structured methodology is essential to ensure rigor and reliability, as it provides a systematic framework that guides researchers toward achieving dependable outcomes. Methodology refers to the systematic and theoretical analysis of methods within a particular field of study. It involves the logical organization and explanation of research problems, following a structured approach in which specific steps are carefully selected and applied. It is the science of conducting research systematically, and the success of any research largely depends on the methodology implemented.

This chapter details the methods and procedures used in the study, including research design, sampling, tool selection, pre-testing for reliability and validity, inventory construction, data collection, data analysis, and the statistical techniques applied. Therefore, the current chapter addresses these key aspects.

3.2.0 Research design

3.3.0 Population

3.4.0 Sample and sampling design

3.5.0 Tools used for data collection

3.6.0 Recalibration of the three tools deployed in the study.

3.7.0 Administration of tools and collection of data

3.8.0 Tabulation of data

3.9.0 Statistical techniques for analysis of data

3.2.0 RESEARCH DESIGN

The present study aims to identify the level of job satisfaction, professional commitment and burnout of teachers in affiliated colleges of Mizoram University, comparing them based on their gender, age, teaching experience, marital status, educational qualification and type of institution. It also examined the interrelationships among job satisfaction, professional commitment and burnout within this population. To achieve these objectives, the study employed descriptive survey method. To attain better understanding of the thesis, the research design was made and portrayed in a table form by the researcher as seen in the table 3.1

Table 3.1
Research Design of the Study

| TYPES OF VARIABLES & THEIR ASSIGNED NUMBER | | STATISTICAL ANALYSIS | | |
|---|--|--|---|---|
| | | DESCRIPTIVE ANALYSIS | DIFFERENTIAL ANALYSIS | CORRELATIONA LANALYSIS |
| Dependen t Variables (DV) | Independen tVariables (IVs) | Descriptive Statistics | Testing of Significance of Differences Between Means through Inferential Statistics | Testing of Significance ofCorrelation |
| 1. Job Satisfaction (DV-1) | 1. Gender (Male &Female) (IV-1) | For studying the nature of distribution of scores on status of burnout, job satisfaction, and professional commitment. The following descriptive was used: <ul style="list-style-type: none"> • Percentage • Mean • Standard Deviation • Z-score • Central tendency | To study the significance of difference in the following the 't-test' was used: <ul style="list-style-type: none"> • Gender • Age • Marital Status • Educational Qualification • To study the significance of difference with reference to teacher experience ANOVA was used. | To study the relationship between job satisfaction, professional commitment and burnout the Pearson Product Moment Correlation was used. SPSS (Statistical Package for the Social Sciences, Version 25, 2017) software program was used by the researcher for quantitative analysis of the data. |
| 2. Professional Commitment (DV-2) | 2. Age (IV-2) | | | |
| | 3. Teaching Experience (IV-3) | | | |
| | 4. Marital Status (IV-4) | | | |
| 3. Burnout (DV-3) | 5. Educational Qualification (IV-5) | | | |

Descriptive research aims to provide an accurate representation of characteristics, behaviors, and conditions within a population or phenomenon as they naturally occur. It also involves proper analysis, comparisons, identification of trends and relationships.

The survey research employs applications of scientific method by critically analyzing and examining the source materials. It involves collecting data from a sample of respondents through structured questionnaires or interviews. Given the study's focus on fact-finding, gathering quantitative data through questionnaires, and systematically analyzing results, the descriptive survey method was selected as the most suitable methodological approach.

3.3.0 POPULATION OF THE STUDY

The population under study consisted of all the 39 professional and non-professional colleges/institution affiliated to Mizoram University as can be seen in Annexure 1 and all the 1274 teachers working in different professional and non-professional colleges/institution affiliated to Mizoram University as can be seen in Table 3.2.

Table 3.2
College wise number of teachers

| Sl. No | Name of College | Male | Female | Total |
|--------|---------------------------------|------|--------|-------|
| 1. | Government Aizawl College | 21 | 40 | 61 |
| 2. | Government Aizawl North College | 22 | 14 | 36 |
| 3. | Government Aizawl West College | 15 | 23 | 38 |
| 4. | Government Champhai College | 29 | 34 | 63 |
| 5. | Government Hnahthial College | 12 | 15 | 27 |
| 6. | Government Hrangbana College | 27 | 42 | 69 |
| 7. | Government J. Buana College | 20 | 20 | 40 |
| 8. | Government J. Thankima College | 19 | 19 | 38 |
| 9. | Government Johnson College | 16 | 16 | 32 |
| 10. | Government Kamalanagar College | 20 | 10 | 30 |
| 11. | Government Khawzawl College | 15 | 8 | 23 |
| 12. | Government Kolasib College | 30 | 27 | 57 |
| 13. | Government Lawngtlai College | 22 | 15 | 37 |
| 14. | Government Mamit College | 15 | 12 | 27 |

| | | | | |
|--------------|--|------------|------------|-------------|
| 15. | Government Saiha College | 13 | 12 | 25 |
| 16. | Government Saitual College | 13 | 17 | 30 |
| 17. | Government Serchhip College | 31 | 27 | 58 |
| 18. | Government T.Romana College | 18 | 24 | 42 |
| 19. | Government Zawlnuam College | 14 | 7 | 21 |
| 20. | Government Zirtiri Residential Science College | 28 | 39 | 67 |
| 21. | Government Lunglei College | 47 | 20 | 67 |
| 22. | Institute of Advanced Studies in Education | 8 | 16 | 24 |
| 23. | Higher and Technical Institute Mizoram | 18 | 25 | 43 |
| 24. | Helen Lowry College | 8 | 12 | 20 |
| 25. | Mizoram Christian College | 9 | 18 | 27 |
| 26. | Regional Institute of Paramedical and Nursing Sciences | 14 | 42 | 56 |
| 27. | College of Nursing, Synod Hospital, Durtlang (CONSH) | 0 | 8 | 8 |
| 28. | District Institute of Education and Training, Aizawl | 7 | 25 | 32 |
| 29. | District Institute of Education and Training, Lunglei | 7 | 8 | 15 |
| 30. | State Council of Educational Research and Training | 0 | 5 | 5 |
| 31. | Government Mizoram Law College | 0 | 10 | 10 |
| 32. | Government Kawnpui College | 7 | 6 | 13 |
| 33. | NIELIT | 11 | 3 | 14 |
| 34. | Mizoram College of Nursing | 0 | 7 | 7 |
| 35. | Aizawl City College | 7 | 8 | 15 |
| 36. | Devine Mercy College | 5 | 1 | 6 |
| 37. | Zoram Medical College | 39 | 42 | 81 |
| 38. | Faith College | 4 | 3 | 7 |
| 39. | B.N College of Nursing | 1 | 2 | 3 |
| Total | | 592 | 682 | 1274 |

* (Source: Statistical data under Higher & Technical Education Department, Govt of Mizoram for Teaching and Non-Teaching Faculty as on 30.09.2022.)

3.4.0 SAMPLE AND SAMPLING DESIGN

To ensure the reliability and validity of the study's findings, the sample was selected using multi-stage sampling technique. The details of the stages deployed for collecting of samples are as follows:

Stage 1: Selection of Colleges (Primary Sampling Units) In the first stage, the study focused on colleges affiliated to Mizoram University. Out of the total 39 colleges, 32 colleges were selected for the study. This selection included both professional and non-professional colleges. The sample of colleges was chosen using a simple random sampling technique to ensure a fair and unbiased representation of the institutions. The professional colleges made up 7 of the 32 selected, while 25 colleges were non-professional, located both within Aizawl City and outside the city as depicted in Table 3.3.

Table 3.3

Detail of Stage-1 sample (Professional and Non-professional colleges)

| Sl. No | Variable | Population | Sample | Percentage % |
|--------------|-------------------|------------|-----------|--------------|
| 1. | Non- Professional | 28 | 25 | 89.28 |
| 2. | Professional | 11 | 7 | 63.63 |
| Total | | 39 | 32 | 82.05 |

Stage 2: Selection of Teachers (Secondary Sampling Units) In the second stage, teachers were selected from the chosen colleges. For the study, a total of **448 teachers** were sampled using simple random sampling as depicted in Table 3.4.

- **Professional Colleges:** A total of 108 teachers were selected from the 7 professional colleges (63.63% of the professional college population) as can be witnessed in Table 3.5.
- **Non-professional Colleges:** All together 340 teachers were selected from the 25 non-professional colleges, with a further division between teachers in Aizawl City and those outside the city.
 - **Teachers within Aizawl City:** A total of 177 teachers were selected from colleges located within Aizawl City. (Table 3.6)
 - **Teachers outside Aizawl City:** A total of 163 teachers were selected from colleges located outside Aizawl City. (Table 3.7)

Table 3.4
Detail of Stage-2 sample (Teachers)

| Sl. No | Variable | Population | Sample | Percentage % |
|---------------|-------------------|-------------------|---------------|---------------------|
| 1. | Non- Professional | 1019 | 340 | 33.37 |
| 2. | Professional | 255 | 108 | 42.35 |
| Total | | 1274 | 448 | 35.16 |

Table 3.5
List of teachers working in Professional Colleges affiliated to Mizoram University

| Sl. No. | Name of Colleges | Male | Female | Total |
|----------------|---|-------------|---------------|--------------|
| 1 | Institute of Advanced Studies in Education (IASE) | 7 | 15 | 22 |
| 2 | District Institute of Educational Training (DIET), Aizawl | 2 | 18 | 20 |
| 3 | District Institute of Educational Training (DIET), Lunglei | 8 | 7 | 15 |
| 4 | Regional Institute of Paramedical and Nursing Sciences (RIPANS) | 4 | 26 | 30 |
| 5 | State Council of Educational Research and Training (SCERT) | 1 | 4 | 5 |
| 6 | Government Mizoram Law College | 0 | 8 | 8 |
| 7 | College of Nursing, Synod Hospital, Durtlang (CONSH) | 0 | 8 | 8 |
| Total | | 22 | 86 | 108 |

Table 3.6*List of teachers working in Non-Professional Colleges (Within Aizawl City)*

| Sl. No. | Name of Colleges | Male | Female | Total |
|--------------|--|-----------|------------|------------|
| 1 | Government Aizawl College | 17 | 23 | 40 |
| 2 | Government Aizawl North College | 5 | 6 | 11 |
| 3 | Government T Romana College | 4 | 5 | 9 |
| 4 | Government Zirtiri Residential Science College | 6 | 13 | 19 |
| 5 | Government Johnson College | 11 | 14 | 25 |
| 6 | Government Aizawl West College | 4 | 10 | 14 |
| 7 | Government J. Thankima College | 12 | 4 | 16 |
| 8 | Government Hrangbana College | 7 | 17 | 24 |
| 9 | Helen Lowry College | 4 | 8 | 12 |
| 10 | Mizoram Christian College | 3 | 4 | 7 |
| Total | | 73 | 104 | 177 |

Table 3.7*List of teachers working in Non-Professional Colleges (Outside Aizawl City)*

| Sl. No. | Name of Colleges | Male | Female | Total |
|--------------|--|-----------|-----------|------------|
| 1 | Government J Buana College | 5 | 6 | 11 |
| 2 | Government Hnahthial College | 4 | 9 | 13 |
| 3 | Government Serchhip College | 9 | 6 | 15 |
| 4 | Government Champhai College | 7 | 13 | 20 |
| 5 | Government Kamalanagar College | 2 | 3 | 5 |
| 6 | Government Zawlnuam College | 3 | 5 | 8 |
| 7 | Government Lawngtlai College | 8 | 5 | 13 |
| 8 | Government Mamit College | 2 | 4 | 6 |
| 9 | Government Khawzawl College | 1 | 3 | 4 |
| 10 | Government Lunglei College | 7 | 7 | 14 |
| 11 | Government Kolasib College | 8 | 10 | 18 |
| 12 | Government Saitual College | 7 | 8 | 15 |
| 13 | Government Saiha College | 1 | 3 | 4 |
| 14 | Higher And Technical Institute Mizoram (HATIM) | 3 | 7 | 10 |
| 15 | Government Kawnpui College | 3 | 4 | 7 |
| Total | | 70 | 93 | 163 |

Stage 3: Gender-Based Distribution (Tertiary Sampling Units) In the final stage, teachers were categorized by gender. Of the 448 teachers selected, 165 were male and 283 were female, representing the gender distribution in the sample as can be seen in Table 3.8.

- **Male Teachers:** A total of 165 out of 592 male teachers in total, accounting for 27.87% of the total male teacher population.
- **Female Teachers:** A sample consisting of 283 out of 682 female teachers in total, accounting for 41.49% of the total female teacher population.

Table 3.8
Detail of gender sample with regards to population

| Sl. No | Variable | Population | Sample | Percentage % |
|--------------|----------|-------------|------------|--------------|
| 1. | Male | 592 | 165 | 27.87 |
| 2. | Female | 682 | 283 | 41.49 |
| Total | | 1274 | 448 | 35.16 |

3.4.1 Determining Sample Size Using Cochran's Formula (1963)

Cochran's sample size formula (1963) is a widely used statistical method for determining the appropriate sample size required for survey research, particularly when dealing with large populations. It helps researchers calculate the minimum sample size needed to achieve a desired level of precision, confidence, and margin of error. The formula is particularly useful in situations where the population is large and the goal is to ensure that the sample accurately represents the entire population. By considering factors such as the confidence level, margin of error, and population size, Cochran's formula provides a reliable means for ensuring that study results are statistically valid and generalizable.

The Cochran's sample size formula (1963) was deployed in the research to determine the reliability of the results attained. Based on the application of Cochran's sample size formula for a 95% confidence level and a 5% margin of error, the initial calculated sample size for the study was approximately 384. However, after applying

the finite population correction for a total population of 1,274 teachers in the 32 colleges affiliated with Mizoram University, the adjusted sample size was approximately 295.

This adjusted sample size ensured that the study's findings were statistically reliable and representative of the population, with a 95% confidence level and a 5% margin of error. However, the final sample size of 448 was larger than the minimum required for a 95% confidence level with a 5% margin of error, which contributed to providing more precise and robust results. The over-sampling helped ensure greater confidence in generalizing the findings to the wider population of teachers affiliated with Mizoram University.

The sample size was deemed appropriate for drawing conclusions about the differences between teachers in professional and non-professional colleges across various demographic variables (such as gender, age, teaching experience, marital status, and educational qualifications). Therefore, the study's sample size was found to be both statistically sound and practical for achieving reliable results.

3.5.0 TOOLS USED IN THE STUDY

The investigator used the following tools for data collection:

- a) Teacher's Burnout Scale (TBS-GRMS) developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani (2012),
- b) Teacher's Job Satisfaction Questionnaire (TJSQ-NAA) developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Afshan Anees (2010).
- c) Professional Commitment Scale for Teachers (PCST-KRB) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2013).

List of affiliated colleges to Mizoram University by College Development Council, Mizoram University and Statistical data under Higher & Technical Education Department, Govt of Mizoram for Teaching and Non-Teaching Faculty as on 30.09.2022 and Institution website of different institutions in Mizoram were used as secondary tool for the present research.

3.5.1 TEACHER'S BURNOUT SCALE (TBS-GRMS)

Dimensions of Teacher's Burnout Scale:

(a) Perceived Self-Efficacy:

Perceived self-efficacy is embedded in a broader theory of human agency that specifies the sources of self-efficacy beliefs and identifies the processes through which they produce their diverse effects (Bandura, 1997, 2001). It identifies as a belief about what one can do under different sets of conditions with whatever skills one possesses. For Teachers, perceived self-efficacy refers to teachers' capacity to manage a range of duties, commitments, and difficulties associated with their work.

(b) Students' Disruptive Behavior:

Disruptive behavior has been defined as an activity that causes distress for teachers, interrupts the teaching-learning process and leads teachers to make continual comments to the students (Houghton, 1988). The activities include in students' disruptive behavior are: answering mobile phones, side discussion, over hostile, use of foul language, leaving and entering the classroom without authorization, denial to comply with teachers' direction and challenges to authority etc.

c) Collegiality:

Collegiality describes a work environment where responsibilities and authority are shared equally by colleagues. Strong and healthy collegial relationship among teachers is regarded as an essential component of school effectiveness and teacher enhancement. Collegiality is regarded as a crucial component of a teacher's professional growth and a means of expanding their knowledge.

d) Institutional Climate:

A psychological state that is significantly influenced by institutional factors, including structures, procedures, and administrative conduct, is known as the institutional climate. The term can also be used to describe people's perceptions of groups or job assignment in which they work.

Table 3.9
Dimensions of Teachers' Burnout Scale along with their Item Numbers.

| Sl.No | Dimensions | Item Numbers | Total Items |
|--------------|-------------------------------|-------------------------------|-------------|
| I. | Perceived Self-efficacy | 1,4,8,12,16,20,24,28,32,36,38 | 11 |
| II. | Students' Disruptive Behavior | 5,9,13,17,21,25,29,33,39,40 | 10 |
| III. | Collegiality | 2,6,11,14,18,22,26,30,34,37 | 10 |
| IV. | Institutional Climate | 3,7,10,15,19,23,27,31,35 | 9 |
| Total | | | 40 |

Scoring Procedure

It is a five-point self-reporting and self-administering measure. There are five options for each item on the scale. For each statement that closely relates to their response, the responders must mark one of the five options. The options Always, Often, Sometimes, Rarely and Never are equivalent to 4, 3, 2, 1 and 0 respectively. The scores range from 0 to 160 at the lowest and greatest levels. Teachers who receive higher scores are more burned out, and vice versa. The scoring procedure of the scale is given in Table 3.10.

Table 3.10
Scoring Procedure for TBS

| Responses | Always | Often | Sometimes | Rarely | Never |
|---------------|--------|-------|-----------|--------|-------|
| Scores | 4 | 3 | 2 | 1 | 0 |

Standardization of the Scale

A randomly chosen sample of 400 male and female teachers working in secondary, senior secondary, and undergraduate colleges were identified and the final draft of the 40-item scale was administered.

Statistical Results

The statistical results found were:

Table 3.11
Statistical Results of TBS

| Mean | SD | N |
|-------|-------|-----|
| 83.98 | 27.91 | 400 |

Reliability

The Reliability of the scale was established by two methods:

(1) Split Half Reliability- By splitting the items into two equal groups based on their odd-even serial numbers, Split Half Reliability was determined. Since there are 40 items on the scale, each set of odd and even serial number items contained 20 things. The Spearman Brown formula was used to determine the correlation between the two groups, and the result was 0.895, which is significant at the.01 level of significance.

(2) Test-Retest Method- A new sample of 100 teachers was chosen, and the scale was given to them in order to determine reliability using the test-retest approach. After a 21-day break, the same sample was given this scale once more. At the.01 level of significance, the computed coefficient of correlation between the pre and post test scores was 0.994.

Validity

Face validity and content validity were used to examine the validity of the Teachers' Burnout Scale. Eight experts were asked to evaluate all 40 criteria, and the

results showed that they were all consistent with teacher burnout. Experts' agreement on the items was interpreted as a sign of the scale's face validity. The scale has good content validity in addition to face validity. Expert evaluation makes it clear that the scale's elements have a direct connection to the idea of teacher burnout. It has been discovered that the scale's inter-dimensional coefficients of correlation (r) are noticeably high. The Teachers Burnout Scale's dimensions had correlation coefficients (r) ranging from 0.660 to 0.900. High construct validity was indicated through the obtained 'r' values as given in table 3.12 below.

Table 3.12

Inter Correlation among the Dimensions of Teachers' Burnout Scale

| Dimensions | Perceived Self- efficacy | Students' Disruptive Behaviour | Collegiality | Institutional Climate |
|-----------------------------------|---|---|---------------------|----------------------------------|
| Perceived Self-efficacy | ----- | | | |
| Students' Disruptive Behaviour | 0.757529** | ----- | | |
| Collegiality | 0.675434** | 0.729344** | ----- | |
| Institutional Climate | 0.660792** | 0.699121** | 0.746546** | ----- |
| Total | 0.881216** | 0.900516** | 0.675434** | 0.87104** |

**** Significant at 0.01 level.**

Norms

Using the formula $(X-M/\sigma)$, z-score norms have been created based on the statistical results; these are shown in table 3.13.

Table 3.13
Raw Score & Score Norms for Teachers' Burnout Scale

Mean: 83.98

SD: 27.91

N= 400

| Raw Score | z- Score | Raw Score | z- Score | Raw Score | z- Score | Raw Score | z- Score |
|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|
| 27 | -2.04 | 56 | -1.00 | 85 | +0.03 | 114 | +1.07 |
| 28 | -2.00 | 57 | -0.96 | 86 | +0.07 | 115 | +1.11 |
| 29 | -1.97 | 58 | -0.93 | 87 | +0.10 | 116 | +1.14 |
| 30 | -1.93 | 59 | -0.89 | 88 | +0.14 | 117 | +1.18 |
| 31 | -1.89 | 60 | -0.86 | 89 | +0.17 | 118 | +1.21 |
| 32 | -1.86 | 61 | -0.82 | 90 | +0.21 | 119 | +1.25 |
| 33 | -1.82 | 62 | -0.78 | 91 | +0.25 | 120 | +1.29 |
| 34 | -1.79 | 63 | -0.75 | 92 | +0.28 | 121 | +1.32 |
| 35 | -1.75 | 64 | -0.71 | 93 | +0.32 | 122 | +1.36 |
| 36 | -1.72 | 65 | -0.68 | 94 | +0.35 | 123 | +1.39 |
| 37 | -1.68 | 66 | -0.64 | 95 | +0.39 | 124 | +1.43 |
| 38 | -1.64 | 67 | -0.60 | 96 | +0.43 | 125 | +1.46 |
| 39 | -1.61 | 68 | -0.57 | 97 | +0.46 | 126 | +1.50 |
| 40 | -1.57 | 69 | -0.53 | 98 | +0.50 | 127 | +1.54 |
| 41 | -1.54 | 70 | -0.50 | 99 | +0.53 | 128 | +1.57 |
| 42 | -1.50 | 71 | -0.46 | 100 | +0.57 | 129 | +1.61 |
| 43 | -1.46 | 72 | -0.43 | 101 | +0.60 | 130 | +1.64 |
| 44 | -1.43 | 73 | -0.39 | 102 | +0.64 | 131 | +1.68 |
| 45 | -1.39 | 74 | -0.35 | 103 | +0.68 | 132 | +1.72 |
| 46 | -1.36 | 75 | -0.32 | 104 | +0.71 | 133 | +1.75 |
| 47 | -1.32 | 76 | -0.28 | 105 | +0.75 | 134 | +1.79 |
| 48 | -1.29 | 77 | -0.25 | 106 | +0.78 | 135 | +1.82 |
| 49 | -1.25 | 78 | -0.21 | 107 | +0.82 | 136 | +1.86 |
| 50 | -1.21 | 79 | -0.17 | 108 | +0.86 | 137 | +1.89 |
| 51 | -1.18 | 80 | -0.14 | 109 | +0.89 | 138 | +1.93 |
| 52 | -1.14 | 81 | -0.10 | 110 | +0.93 | 139 | +1.97 |
| 53 | -1.11 | 82 | -0.07 | 111 | +0.96 | 140 | +2.00 |
| 54 | -1.07 | 83 | -0.03 | 112 | +1.00 | 141 | +2.04 |
| 55 | -1.03 | 84 | -+0.00 | 113 | +1.03 | | |

Table 3.14 presents the range of raw scores and the norms for interpreting z-scores in order to gauge instructors' levels of burnout.

Table 3.14
Norms for Interpretation of the Level of Burnout among Teachers

| Sr. No. | Range of Raw Score | Range of z-Scores | Grades | Level of Burnout |
|---------|--------------------|-------------------|--------|--------------------------------|
| 1. | 141 and above | +2.01 & above | A | Extreme High Level of Burnout |
| 2. | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout |
| 3. | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout |
| 4. | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout |
| 5. | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout |
| 6. | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout |
| 7. | 27 & below | -2.01 & below | G | Extreme Low Level of Burnout |

3.5.2 TEACHER'S JOB SATISFACTION QUESTIONNAIRE (TJSQ-NAA).

Drs. (Mrs.) Nasrin and Afshan Anees (2010) developed a job satisfaction questionnaire based on the Likert scale approach, which is a method for measuring attitude and opinion. The purpose of this questionnaire was to assess the attitudes and opinions of educators and teachers regarding their line of work, which is teaching. Since it is simple to create, takes less time, and is based on objective judgement, the researcher chose the Likert scale technique, which goes as follows: S.A. = strongly agree, A. = agree, U.D. = undecided, D.A. = disagree, and S.D. = strongly disagree.

Gathering and Composing Items

Gathering all pertinent data regarding teacher educators' job satisfaction was the initial stage in creating the questionnaire. The data was gathered by an analysis of reviews of relevant books, articles, journals, and literature. Researchers create a lengthy list of items, actions, and procedures pertaining to teaching and job satisfaction using these sources. The dimensions chosen are listed below.

- (i) Teaching quality
- (ii) Innovative Instruction
- (iii) Teaching accountability
- (iv) Cooperative teaching behaviour
- (v) Attitude towards Teaching
- (vi) Relationship within group
- (vii) Acceptance of the job
- (viii) Classroom conduct

- (ix) Social conduct
- (x) Skills with regards to observation

Scrutiny and Critiques

Making assertions on the ten dimensions was the next step after finishing the tool development's initial draft. To enhance the calibre and face validity of the exam items, eight statements were created and distributed to researchers, specialists, linguists, etc. The tool's overall design, item sequencing, item reshaping, and other details were incorporated in this draft. Following consideration of the expert's views and suggestions, a small number of elements were changed and others that had no bearing on the study were removed. There were 64 rating-type items in the questionnaire that was available for testing.

Try Out and Items Analysis

A small sample of sixty teacher educators from both public and private funded institutions were given the final draft of the questionnaire, which contained sixty-four rating-type items.

Item Analysis

It is a collection of methods used to determine the indices for an item's validity or truthfulness. Item analysis, to put it another way, is a method by which the items that were appropriate and legitimate were chosen, while the others were either removed or changed to fit the goal. The subjects' scores were connected with each of their items. Items that showed an association with the overall score of 0.25 or less were eliminated. 22 items were therefore removed. The correlation coefficient is calculated using the following formula:

$$Y_{12} = \frac{NX_1X_2 - \sum X_1X_2}{(NX_1^2 - (\sum X_1)^2)(NX_2^2 - (\sum X_2)^2)}$$

Where,

X_1 = raw scores for one test.

X_2 = raw score for another test.

N = total number of people.

42 rating-type questions made up the final version of the job satisfaction questionnaire following item analysis. In the end, 500 teacher educators employed by both public and commercial funding organisations were given this questionnaire.

Instructions

The purpose of the scale was to gather data from teacher educators regarding their level of job satisfaction. Any one of the correct options must be ticked by the respondent. Three stages were engaged in the creation and implementation of the survey questionnaire: Gathering and Composing Items, item analysis and try out and scrutiny and critique.

Scoring

Differential weighting was used in the response category scoring scheme, giving the response category "Strongly Agree" a weight of 5. Regarding responses referring to positive assertions, "Strongly Agree" gained a weight of 5, "Agree" weights 4, "Undecided" weights 3, "Disagree" weights of 2, and "Strongly Disagree" weights 1. For the negative comments, the score was inverted. Then, for further analyses, this inverted polarity was employed. Each of the 42 items received a mark based on the positive and negative statements. The subject's Job Satisfaction score was determined by adding these numbers together.

Table 3.15
Scoring for TJSQ

| Category | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----------------|-----------------------|--------------|------------------|-----------------|--------------------------|
| Positive | 5 | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 | 5 |

Validity

Face validity: The questionnaire was distributed to judges who were seasoned psychologists, educators, and linguists in order to establish face validity.

Item rectification with total job satisfaction scores was calculated to determine the item validity. At the 0.01 level of significance, every item demonstrated a high correlation coefficient with the overall score.

Reliability of TJSQ

The split-half method was used to determine the questionnaire's internal consistency. The Spearman Brown formula yielded a significant and high reliability coefficient of 0.949.

Items distribution in dimension

Serial numbers of the items in each dimension have been given below:

Table 3.16
Dimension of the test items

| Sl. No | Dimension | Serial No. of items | Total Items |
|--------|--------------------------------|--|-------------|
| 1. | Quality of teaching | 16, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 | 11 |
| 2. | Innovative teaching | 1, 37, 38, 39, 40, 41, 42 | 07 |
| 3. | Responsibility for teaching | 9, 12, 22, 23 | 04 |
| 4. | Cooperative teaching behaviour | 5, 18, 19 | 03 |
| 5. | Teaching Attitude | 10, 13, 14, 20, 21 | 05 |
| 6. | Group Relationship | 7, 8, 11 | 03 |
| 7. | Job Acceptance | 2*, 24, 25 | 03 |
| 8. | Classroom Behaviour | 3, 4 | 02 |
| 9. | Social Behaviour | 6, 15, 36 | 03 |
| 10. | Observation Skill | 17* | 04 |
| | | Total | 42 |

- negative items

Statistical Results & Norms

Table 3.17 provides the mean and standard deviation for the complete Teacher's Job Satisfaction Questionnaire.

Table 3.17
Statistical Results of TJSQ

| Mean | SD | N |
|--------|-------|-----|
| 156.50 | 20.18 | 500 |

Table 3.18 contains the norms for the whole Teacher's Job Satisfaction Questionnaire, which have been generated in Z-scores.

Table 3.18

Norms for Interpretation of the Level of Teacher's Job Satisfaction Questionnaire

| Sl. No. | Range of Z-scores | Raw Score | Grade | Level of teacher's Job Satisfaction |
|----------------|--------------------------|------------------|--------------|--|
| 1. | +2.01 and above | 198 & above | A | Extremely Satisfied |
| 2. | +1.26 to +2.00 | 182 to 197 | B | Highly Satisfied |
| 3. | +0.51 to +1.25 | 167 to 181 | C | Above Average Satisfied |
| 4. | -0.50 to +1.50 | 147 to 166 | D | Average/Moderate Satisfied |
| 5. | -0.51 to 1.25 | 132 to 146 | E | Below Average Satisfied |
| 6. | -1.26 to -2.00 | 116 to 131 | F | Dissatisfaction |
| 7. | -2.01 and below | 115 & below | G | Extremely Dissatisfaction |

3.5.3 PROFESSIONAL COMMITMENT SCALE FOR TEACHERS (PCST-KRB)

In light of the operational definition of teachers' professional commitment, the scale was created to assess their level of dedication: “professional commitment of teachers is role obligation of teachers measurable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession concerned mainly with the learner, society, profession, attaining excellence and basic human values”

Techniques Used in Scale Construction

The current scale was constructed using the "Scale Product Method," which combines Linkert's (1932) "Summated Rating" technique for determining the scale's answers with Thurston's (1946) "Equal Appearing Interval Scale" for item selection.

Construction of items

On the basis of available literature on professional commitment among workers of different professions and the identified areas of professional commitment of teachers by NCTE (1998), it was decided to develop the scale on the dimensions

of commitment suggested by Dave (1998) in NCTE publication ‘Competency based and commitment-oriented teacher education for quality school education’ namely: -

1. Commitment to the Learner
2. Commitment to the Society
3. Commitment to the Profession
4. Commitment to Achieve Excellence
5. Commitment to Basic Human Values

Above mentioned areas of teachers’ commitment were taken into account, while framing its statements. Students, head teachers, school principals, and more experienced colleagues were also asked for assistance.

Following the identification of the fundamental meanings of the aforementioned professional commitment segments, several statements were created for each of them. Following a thorough discussion with the research work's supervisors, the statements were revised as needed. Experts reviewed the preliminary draft of 82 statements, and based on their feedback, a pool of 65 items was chosen for the Professional Commitment Scale's provisional draft.

Preliminary Try Out

The Professional Commitment Scale's preliminary version, which included 65 statements, was presented as a scale booklet. A five-point rating system was used to display the assertions. Strongly Agree (SA), Agree (A), Undecided (u), Disagree (D), and Strongly Disagree (SD) were the five categories. A group of 120 secondary school teachers were chosen at random from ten senior secondary schools in the state of Punjab participated in the scale's trial run. The responses collected on the five-point continuum were scored and the obtained data from try out were used for item analysis.

Item Analysis

Item analysis is necessary to pick items in an impartial and scientific manner. Choosing the best items from the provisional draft was the aim of the item analysis. Scale values and "Q" values were calculated in order to do item analysis.

Computing Scale Values and Q-Values

Computation of Scale values and ‘Q’ values is necessary for placing the statements evenly in the scale from extreme negative to extreme positive. By applying formula suggested by Thurston and Chave (1929), the scale values and ‘Q’ values were computed. A scale value is defined as a definite value in the point scale. The ‘Q’ value expresses the degree of disagreement among experts regarding positiveness and negativeness. It gives the inter-quartile range or spread of middle 50 per cent of judgements. Care was taken to select those items with high scale values and smaller ‘Q’ values. The Q-Values and Scale Values of the items are given in the table.

Table 3.19
Scale Value and Q-Value of different statements included in the Professional Commitment Scale

| Item | Scale Value | Q-Value | Item | Scale Value | Q-Value | Item | Scale Value | Q-Value |
|------|-------------|---------|------|-------------|---------|------|-------------|---------|
| 1 | 2.87 | 1.31 | 25 | 4.05 | 0.58 | 49 | 3.76 | 1.05 |
| 2 | 4.65 | 0.48 | 26 | 4.05 | 0.38 | 50 | 3.81 | 0.56 |
| 3 | 4.17 | 0.49 | 27 | 4.30 | 0.61 | 61 | 3.85 | 0.99 |
| 4 | 4.18 | 0.57 | 28 | 3.90 | 0.39 | 52 | 3.92 | 0.46 |
| 5 | 3.71 | 1.08 | 29 | 3.85 | 0.77 | 53 | 4.24 | 0.46 |
| 6 | 4.14 | 0.54 | 30 | 3.94 | 0.68 | 54 | 3.58 | 0.85 |
| 7 | 4.13 | 0.86 | 31 | 4.01 | 0.32 | 55 | 4.05 | 0.36 |
| 8 | 4.00 | 0.40 | 32 | 3.71 | 0.91 | 56 | 2.31 | 1.00 |
| 9 | 3.98 | 0.75 | 33 | 3.22 | 0.95 | 57 | 3.00 | 0.93 |
| 10 | 4.09 | 0.54 | 34 | 3.22 | 0.89 | 58 | 4.14 | 0.43 |
| 11 | 4.00 | 0.43 | 35 | 3.59 | 1.16 | 59 | 4.02 | 0.51 |
| 12 | 3.98 | 0.55 | 36 | 3.99 | 0.35 | 60 | 3.04 | 0.66 |
| 13 | 4.29 | 0.52 | 37 | 3.77 | 0.70 | 61 | 4.19 | 0.52 |
| 14 | 4.59 | 0.54 | 38 | 3.34 | 0.95 | 62 | 2.27 | 1.01 |
| 15 | 4.18 | 0.52 | 39 | 4.06 | 0.45 | 63 | 3.87 | 0.74 |
| 16 | 4.00 | 0.40 | 40 | 3.96 | 0.41 | 64 | 3.97 | 0.37 |
| 17 | 3.91 | 0.66 | 41 | 3.82 | 0.84 | 65 | 4.21 | 0.52 |
| 18 | 4.20 | 0.49 | 42 | 4.24 | 0.52 | | | |
| 19 | 2.45 | 0.97 | 43 | 2.16 | 0.56 | | | |
| 20 | 4.53 | 0.55 | 44 | 4.60 | 0.54 | | | |
| 21 | 3.33 | 0.93 | 45 | 3.73 | 0.83 | | | |
| 22 | 4.38 | 0.52 | 46 | 2.93 | 0.95 | | | |
| 23 | 3.95 | 0.58 | 47 | 3.69 | 0.94 | | | |
| 24 | 4.11 | 0.49 | 48 | 3.96 | 0.39 | | | |

The statement which had Q-Values lower than 0.5 and higher than 2.0 were rejected at this stage. This resulted into rejection of 19 statements from different areas of Professional Commitment. One item from D area No. 43 was intentionally dropped to balance the items in each area of Professional Commitment. In this way, in all 20 statements were rejected, numbering 2, 3, 8, 11, 16, 18, 24, 26, 28, 31, 36, 39, 40, 43, 48, 52, 53, 55, 58 and 64. As a result, the final version of the Professional Commitment Scale has 45 items. The distribution of the Professional Commitment Scale for Teachers items is displayed in Table 3.20.

Table 3.20

Distribution of items (Area wise) in the final draft of Professional Commitment Scale for Teachers

| Area Code | Areas of Commitment | Item Number in each Area | Number of Items |
|--------------|----------------------------------|--------------------------|-----------------|
| A | Commitment to Learner | 1-9 | 9 |
| B | Commitment to Society | 10-18 | 9 |
| C | Commitment to Profession | 19-27 | 9 |
| D | Commitment to Attain Excellence | 28-36 | 9 |
| E | Commitment to Basic Human Values | 37-45 | 9 |
| Total | | | 45 |

Establishing the Scale's Reliability

One hundred teachers from ten different schools in the research area were given the test-retest to assess the reliability of this scale. After a month, it was taken on once more. It was discovered that the correlation's product moment coefficient was .76 (significant at the .01 level).

Establishing Validity of the Scale

To establish the content and face validity of the developed scale, the investigator took several steps. The content validity was ensured by presenting the scale to experts in both teacher education and school education, who reviewed its alignment with the definition of professional commitment and its dimensions. The face validity was established by showing the scale to eminent psychologists and sociologists, who confirmed the suitability of its language, format, instructions, and

size for the respondents. All specialists unanimously agreed on the scale's validity, ensuring both content and face validity.

Scoring System

There is a response option on the Likert 5-point continuum for each item on the professional commitment scale. Table 3.21 below details the scoring methodology used.

Table 3.21

Scoring system for PCST

| Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-----------|----------------|-------|-----------|----------|-------------------|
| Positive | 5 | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 | 5 |

The distribution of both positive and negative elements in each area is displayed in Table 3.22.

Table 3.22

Total number of Positive and Negative items and area wise serial number

| Area Code | Conditions | Item Serial Numbers | Number of items in each dimension | |
|--------------|------------|----------------------------|-----------------------------------|----|
| A | Positive | 1, 2, 5 | 3 | 9 |
| | Negative | 3, 4, 6, 7, 8, 9 | 6 | |
| B | Positive | 10, 11, 14, 15, 16 | 5 | 9 |
| | Negative | 12, 13, 17, 18 | 4 | |
| C | Positive | 19, 21, 22 | 3 | 9 |
| | Negative | 20, 23, 24, 25, 26, 27 | 6 | |
| D | Positive | 29, 30, 35 | 3 | 9 |
| | Negative | 28, 31, 32, 33, 34, 36 | 6 | |
| E | Positive | 37, 39, 40, 41, 42, 44, 45 | 7 | 9 |
| | Negative | 38, 43 | 2 | |
| Total | | | | 45 |

Norms for Interpretation

The Mean and Standard Deviation attained from the data comprising of 600 teachers (247 males and 353 females) computed were: Mean: 166.01, SD: 17.53, N: 600.

Table 3.23 offers norms for interpreting z-scores for the Teacher's Professional Commitment level. These norms were created based on the aforementioned statistics for the entire population of male and female teachers combined.

Table 3.23

Norms for Interpretation of z-scores and Level of Professional Commitment of Teachers

| Sr. No. | Range of Raw Scores | Range of z-Scores | Level of Professional Commitment |
|----------------|----------------------------|--------------------------|---|
| 1. | 202 and above | +2.01 and above | Extremely High Commitment |
| 2. | 189-201 | +1.26 to +2.00 | High Commitment |
| 3. | 175-188 | +0.51 to +1.25 | Above Average Commitment |
| 4. | 158-174 | -0.50 to +0.50 | Average/Moderate Commitment |
| 5. | 144-157 | -0.51 to -1.25 | Below Average Commitment |
| 6. | 131-143 | -1.26 to -2.00 | Low Commitment |
| 7. | 130 and below | -2.01 and below | Extremely Low Commitment |

3.6.0 RECALIBRATION OF THE THREE TOOLS DEPLOYED IN THE STUDY.

Recalibration of a standardized tool refers to the process of revising and adjusting an existing measurement instrument to ensure its continued accuracy, relevance, and reliability in assessing the intended construct. This process involves updating the tool to reflect changes in population demographics, societal norms, technological advancements, and research developments. Recalibration ensures that the tool remains valid for the current context, improves its sensitivity and specificity, and maintains its ability to measure the intended variables consistently and effectively over time. It often includes revising item content, refining scoring methods, and revalidating the tool using new data and advanced statistical techniques.

Recalibration of a standardized tool is necessary to ensure its continued relevance, accuracy, and effectiveness in measuring the intended construct across different populations, time periods, and contexts. Over time, societal changes, advancements in research, shifts in cultural norms, and evolving theoretical understandings can impact the tool's validity and reliability. Recalibrating the tool

ensures that it remains up-to-date, sensitive to new trends, and applicable to diverse groups, thereby maintaining its capacity to produce valid, consistent, and meaningful results. This process also helps in improving its sensitivity, reducing biases, and enhancing its predictive power, making the tool more adaptable to contemporary research and practical applications.

Taking the above mention points into consideration, the researcher recalibrated the tools in the study on job satisfaction, professional commitment, and burnout of teachers in colleges affiliated to Mizoram University to ensure the instruments remained relevant, accurate, and culturally appropriate for the target population. Given the evolving educational environment, societal changes, and specific challenges faced by teachers in this region, recalibrating the tools allowed for a more precise measurement of the constructs in question. This process helped to reflect the unique experiences and working conditions of the teachers, ensuring that the tools accurately captured the nuances of job satisfaction, professional commitment, and burnout in the context of Mizoram University-affiliated colleges, thereby enhancing the validity and reliability of the study's findings.

Establishment of Reliability:

The researcher employed Spearman Brown and Guttman split-half method for ascertaining the reliability of the tools in the study on job satisfaction, professional commitment, and burnout of teachers in colleges affiliated to Mizoram University. To establishment the reliability, test was conducted among 100 teachers working in 16 different professional and non-professional colleges within Aizawl City. The scores of 100 college teachers were divided into two halves and Spearman Brown Correlation and Guttman split half-coefficient of correlation were calculated using SPSS 2023 version. The details of recalibration of reliability are given in the table below.

Table 3.24***Reliability coefficient by Spearman Brown and Guttman***

| Method | N | Reliability Coefficient |
|--------------------------------|-----|-------------------------|
| <i>Professional Commitment</i> | | |
| Guttman | 100 | 0.767 |
| Spearman Brown | 100 | 0.843 |
| <i>Job Satisfaction</i> | | |
| Guttman | 100 | 0.673 |
| Spearman Brown | 100 | 0.678 |
| <i>Burn Out</i> | | |
| Guttman | 100 | 0.829 |
| Spearman Brown | 100 | 0.841 |

Establishment of Validity:

In order to measure what it was designed to assess, a standardised tool must be revalidated due to variations in background, culture, and ethnicity. A copy of the Teacher's Job Satisfaction Questionnaire, Teacher's Burnout Scale, and Professional Commitment Scale for Teachers were given to 10 education professionals in order to revalidate the tools. Based on these experts' feedback and opinions, the scales were deemed valid for the purposes for which they were designed.

3.6.1 Recalibration of Teacher's Burnout Scale (TBS-GMRS)

The Teacher's Burnout Scale (TBS-GMRS), developed by Prof. Madhu Gupta and Ms. Surekha Rani, is a valuable tool for measuring burnout among teachers. However, to ensure that the scale is relevant for assessing burnout specifically among teachers in colleges affiliated with Mizoram University, it was found necessary to recalibrate the scale to reflect the unique challenges these educators face, such as workload, technological fatigue, administrative stress, and cultural factors.

The recalibration of the TBS-GMRS using Z-scores has led to the development of more accurate and reliable norms for measuring burnout among teachers in Mizoram University-affiliated colleges. The process has ensured that the scale is tailored to the unique challenges faced by teachers in these institutions, including administrative pressures, resource constraints, and the stress of adapting to online teaching. The new norms—based on Z-scores— are presented below.

Table 3.25***Recalibrated Raw Score & Score Norms for Teachers' Burnout Scale***

| RAW Score | Z-Score | RAW Score | Z-Score | RAW Score | Z-Score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 0 | -2.903 | 42 | -0.710 | 71 | 0.803 |
| 2 | -2.799 | 43 | -0.658 | 72 | 0.856 |
| 3 | -2.746 | 44 | -0.606 | 73 | 0.908 |
| 4 | -2.694 | 45 | -0.554 | 74 | 0.960 |
| 7 | -2.538 | 46 | -0.502 | 75 | 1.012 |
| 9 | -2.433 | 47 | -0.449 | 76 | 1.064 |
| 10 | -2.381 | 48 | -0.397 | 77 | 1.117 |
| 11 | -2.329 | 49 | -0.345 | 78 | 1.169 |
| 13 | -2.224 | 50 | -0.293 | 79 | 1.221 |
| 16 | -2.068 | 51 | -0.241 | 80 | 1.273 |
| 17 | -2.016 | 52 | -0.188 | 81 | 1.326 |
| 18 | -1.963 | 53 | -0.136 | 82 | 1.378 |
| 24 | -1.650 | 54 | -0.084 | 86 | 1.587 |
| 25 | -1.598 | 55 | -0.032 | 87 | 1.639 |
| 26 | -1.546 | 56 | 0.020 | 89 | 1.743 |
| 27 | -1.494 | 57 | 0.073 | 90 | 1.795 |
| 28 | -1.441 | 58 | 0.125 | 91 | 1.848 |
| 30 | -1.337 | 59 | 0.177 | 92 | 1.900 |
| 31 | -1.285 | 60 | 0.229 | 93 | 1.952 |
| 32 | -1.233 | 61 | 0.281 | 95 | 2.056 |
| 33 | -1.180 | 62 | 0.334 | 96 | 2.109 |
| 34 | -1.128 | 63 | 0.386 | 97 | 2.161 |
| 35 | -1.076 | 64 | 0.438 | 99 | 2.265 |
| 36 | -1.024 | 65 | 0.490 | 101 | 2.370 |
| 37 | -0.972 | 66 | 0.542 | 104 | 2.526 |
| 38 | -0.919 | 67 | 0.595 | 107 | 2.683 |
| 39 | -0.867 | 68 | 0.647 | 108 | 2.735 |
| 40 | -0.815 | 69 | 0.699 | 118 | 3.257 |
| 41 | -0.763 | 70 | 0.751 | 161 | 5.502 |

The table below provides a recalibrated norms for interpreting Burnout scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 3.26***Recalibrated Norms for Interpretation of the Level of Burnout among Teachers***

| Sr. No. | Range of Raw Score | Range of z-Scores | Grades | Level of Burnout |
|----------------|---------------------------|--------------------------|---------------|--------------------------------|
| 1. | 95 and above | +2.01 & above | A | Extreme High Level of Burnout |
| 2. | 80 to 94 | +1.26 to +2.00 | B | High Level of Burnout |
| 3. | 66 to 79 | +0.51 to +1.25 | C | Above Average Level of Burnout |
| 4. | 47 to 65 | -0.50 to +0.50 | D | Average Level of Burnout |
| 5. | 32 to 46 | -1.25 to -0.51 | E | Below Average Level of Burnout |
| 6. | 18 to 31 | -2.00 to -1.26 | F | Low Level of Burnout |
| 7. | 17 & below | -2.01 & below | G | Extreme Low Level of Burnout |

3.6.2 Recalibration of Teacher's Job Satisfaction Questionnaire (TJSQ-NAA)

The Teacher's Job Satisfaction Questionnaire norms was recalibrated to ensure that they remained relevant and reflective of the current sample, ultimately enhancing the credibility and applicability of the study's results. The new norms—based on Z-scores— are presented below.

Table 3.27***Recalibrated Z-Score Norms for TJSQ***

| RAW Score | Z- Score | RAW Score | Z- Score | RAW Score | Z- Score |
|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| 124 | -2.911 | 161 | -0.482 | 186 | 1.159 |
| 127 | -2.714 | 162 | -0.416 | 187 | 1.225 |
| 128 | -2.648 | 163 | -0.351 | 188 | 1.291 |
| 129 | -2.583 | 164 | -0.285 | 189 | 1.356 |
| 135 | -2.189 | 165 | -0.219 | 190 | 1.422 |
| 136 | -2.123 | 166 | -0.154 | 191 | 1.488 |
| 139 | -1.926 | 167 | -0.088 | 192 | 1.553 |
| 143 | -1.664 | 168 | -0.022 | 193 | 1.619 |
| 144 | -1.598 | 169 | 0.043 | 195 | 1.750 |
| 145 | -1.532 | 170 | 0.109 | 196 | 1.816 |
| 146 | -1.467 | 171 | 0.175 | 197 | 1.881 |
| 147 | -1.401 | 172 | 0.240 | 198 | 1.947 |
| 148 | -1.335 | 173 | 0.306 | 199 | 2.013 |
| 149 | -1.270 | 174 | 0.371 | 200 | 2.078 |
| 150 | -1.204 | 175 | 0.437 | 201 | 2.144 |
| 151 | -1.138 | 176 | 0.503 | 202 | 2.210 |
| 152 | -1.073 | 177 | 0.568 | 211 | 2.800 |
| 153 | -1.007 | 178 | 0.634 | 250 | 5.361 |
| 154 | -0.942 | 179 | 0.700 | | |
| 155 | -0.876 | 180 | 0.765 | | |
| 156 | -0.810 | 181 | 0.831 | | |
| 157 | -0.745 | 182 | 0.897 | | |

| | | | |
|-----|--------|-----|-------|
| 158 | -0.679 | 183 | 0.962 |
| 159 | -0.613 | 184 | 1.028 |
| 160 | -0.548 | 185 | 1.094 |

The table below provides a recalibrated norms for interpreting Job Satisfaction scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 3.28

Recalibrated Norms for Interpretation of the Level of Teacher's Job Satisfaction Questionnaire

| Sl. No. | Range of Z-scores | Raw Score | Grade | Level of teacher's Job Satisfaction |
|----------------|--------------------------|------------------|--------------|--|
| 1. | +2.01 and above | 199 & above | A | Extremely Satisfied |
| 2. | +1.26 to +2.00 | 188 to 198 | B | Highly Satisfied |
| 3. | +0.51 to +1.25 | 177 to 187 | C | Above Average Satisfied |
| 4. | -0.50 to +1.50 | 161 to 176 | D | Average/Moderate Satisfied |
| 5. | -0.51 to 1.25 | 150 to 160 | E | Below Average Satisfied |
| 6. | -1.26 to -2.00 | 138 to 149 | F | Dissatisfaction |
| 7. | -2.01 and below | 137 & below | G | Extremely Dissatisfaction |

3.6.3 Recalibration of Professional Commitment Scale for Teachers (PCTS-KRB)

The Professional Commitment Scale for teachers was originally standardized with a specific norm for interpretation. However, given that the scale was administered to a completely different and diverse population, the need arose to re-establish the norm in order to yield more dependable and relevant results. The raw scores from all the respondents were converted into Z-scores, which allowed for the adjustment of the scale to the new population, taking into account any variations in the data distribution. By using Z-scores, the scores were standardized, and a new set of norms was created to ensure more accurate interpretation of Professional Commitment within this specific population. Below is the table presenting the recalibrated z-score norms and norms for interpretation.

Table 3.29
Recalibrated Z-Score Norms for Professional Commitment Scale

| RAW Score | Z Score | RAW Score | Z Score | RAW Score | Z Score |
|------------------|----------------|------------------|----------------|------------------|----------------|
| 124 | -3.030 | 157 | -0.754 | 180 | 0.833 |
| 130 | -2.616 | 158 | -0.685 | 181 | 0.902 |
| 131 | -2.548 | 159 | -0.616 | 182 | 0.971 |
| 132 | -2.479 | 160 | -0.547 | 183 | 1.040 |
| 133 | -2.410 | 161 | -0.478 | 184 | 1.109 |
| 136 | -2.203 | 162 | -0.409 | 185 | 1.178 |
| 137 | -2.134 | 163 | -0.340 | 186 | 1.247 |
| 138 | -2.065 | 164 | -0.271 | 187 | 1.316 |
| 140 | -1.927 | 165 | -0.202 | 188 | 1.385 |
| 141 | -1.858 | 166 | -0.133 | 189 | 1.454 |
| 142 | -1.789 | 167 | -0.064 | 190 | 1.523 |
| 143 | -1.720 | 168 | 0.005 | 191 | 1.592 |
| 145 | -1.582 | 169 | 0.074 | 192 | 1.661 |
| 146 | -1.513 | 170 | 0.143 | 193 | 1.730 |
| 147 | -1.444 | 171 | 0.212 | 194 | 1.799 |
| 149 | -1.306 | 172 | 0.281 | 195 | 1.868 |
| 150 | -1.237 | 173 | 0.350 | 196 | 1.937 |
| 151 | -1.168 | 174 | 0.419 | 197 | 2.005 |
| 152 | -1.099 | 175 | 0.488 | 200 | 2.212 |
| 153 | -1.030 | 176 | 0.557 | 202 | 2.350 |
| 154 | -0.961 | 177 | 0.626 | 203 | 2.419 |
| 155 | -0.892 | 178 | 0.695 | 204 | 2.488 |
| 156 | -0.823 | 179 | 0.764 | 205 | 2.557 |

The table below provides a recalibrated norms for interpreting Professional Commitment scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 3.30
Recalibrated Norms for Interpretation of z-scores and Level of Professional Commitment of Teachers

| Sr. No. | Range of Raw Scores | Range of z-Scores | Level of Professional Commitment |
|----------------|----------------------------|--------------------------|---|
| 1. | 197 and above | +2.01 and above | Extremely High Commitment |
| 2. | 187-196 | +1.26 to +2.00 | High Commitment |
| 3. | 176-186 | +0.51 to +1.25 | Above Average Commitment |
| 4. | 161-175 | -0.50 to +0.50 | Average/Moderate Commitment |
| 5. | 152-160 | -0.51 to -1.25 | Below Average Commitment |
| 6. | 139-151 | -1.26 to -2.00 | Low Commitment |
| 7. | 138 and below | -2.01 and below | Extremely Low Commitment |

3.7.0 ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

The Teachers' Burnout Scale, Teachers' Job Satisfaction Questionnaire, and Professional Commitment Scale were administered to 448 teachers in colleges/institution affiliated to Mizoram University. The investigator personally visited the colleges/institutions within Mizoram, obtaining permission from the Principals/Institutional Head before administration of questionnaire to the respondents. The study's objectives and guidelines for marking their chosen responses were effectively communicated to the participants beforehand. Teachers were briefed on the study's purpose to establish rapport and ensure comfort, with instructions provided on the questionnaire cover page for clarity. They were given sufficient time to reflect on the statements to ensure genuine responses. Participants were guaranteed that their answers would be treated with utmost confidentiality and solely utilized for research purposes, confidentiality was assured to encourage honest responses. During the collection of completed responses, care was taken to confirm that all questions and statements had been addressed, and the necessary personal information was provided by the participants. Upon completion, the questionnaires were collected, scored per the test manual, and the data were subjected to statistical treatment.

3.8.0 TABULATION OF DATA

The collected data was systematically classified and thoroughly reviewed to ensure alignment with the study's objectives. Only relevant and usable data were tabulated in an Excel spreadsheet. The tabulated data was then analyzed using the appropriate statistical methods specified for the study.

3.9.0 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

In consideration of the data's characteristics and the study's objectives, the researcher utilized the following statistical methods for data analysis:

1. ***Descriptive statistics measures:*** Various measures such as Means, Standard Deviation, Central tendency, Percentages and z-score were employed to understand the distribution of scores and classify teachers into different categories based on the nature of their scores. It was used to find out the level of Burnout, Job Satisfaction and Professional Commitment among the respondents.
2. ***Test of significance for mean difference:*** To assess the significance of differences in mean scores among different groups categorized by gender, age, marital status, educational qualification and types of institution, the t-test was applied. ANOVA was used for comparing level of Burnout, Job Satisfaction and Professional Commitment among the respondents based on their teaching experience,
3. ***Co-efficient of correlation:*** The relationship between respondents' job satisfaction, burnout, and professional commitment was examined using the Pearson Product Moment Correlation.

In summary, these statistical techniques were chosen based on the data's characteristics and the specific research objectives to effectively analyse the collected data.

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CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data is the process of extracting, compiling and modelling raw data for purposes of obtaining constructive information that can be applied to formulating conclusions, predicting outcomes or supporting decisions. Analysis refers to the computation of certain indices or measures along with searching for patterns of relationship that exist among the data group. Once the data has been analyzed, the researcher can proceed to the stage of interpreting the results. This can be followed by formulating conclusions and generalizations on the basis of these results. While undergoing the process of interpretation, the investigator has to be careful, logical and must employ critical thinking.

This present chapter focuses on the examination and comprehension of the gathered data. As outlined in the initial chapter, the primary aim of this study was to study the Job Satisfaction, Professional Commitment and Burnout of teachers in colleges affiliated to Mizoram University. Additionally, it aims to evaluate and compare teachers' Job Satisfaction, Professional Commitment and Burnout based on various factors which includes gender, age, marital status, teaching experience, Educational Qualification and type of College Management.

The study gathered data from college teachers in Mizoram through the utilization of three assessment tools: Teacher's Burnout Scale (TBS-GRMS) developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani, Teacher's Job Satisfaction Questionnaire (TJSQ-NAA) developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Afshan Anees (2014) and Professional Commitment Scale for Teachers (PCST-KRB) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar. Subsequently, the responses provided by the participants underwent evaluation according to established scoring protocols as mentioned in the methodology of the study. These scores were then organized, tabulated, and subjected to a comprehensive analysis using conventional statistical methods. The analysis was conducted with a focus on aligning it with the study's objectives. The study's findings were subsequently interpreted in a meaningful manner. In this

chapter, the outcomes of the research are presented in accordance with the objectives outlined in the first chapter:

To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University.

1. To compare the significance difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
2. To compare the difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.
3. To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.
4. To compare the significance difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
5. To compare the difference in in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
6. To find out the level of burnout teachers in colleges affiliated to Mizoram University.
7. To compare the significance difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification
8. To compare the difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.
9. To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

10. To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

11. To analyze the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

4.1.0 Objective 1: To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University.

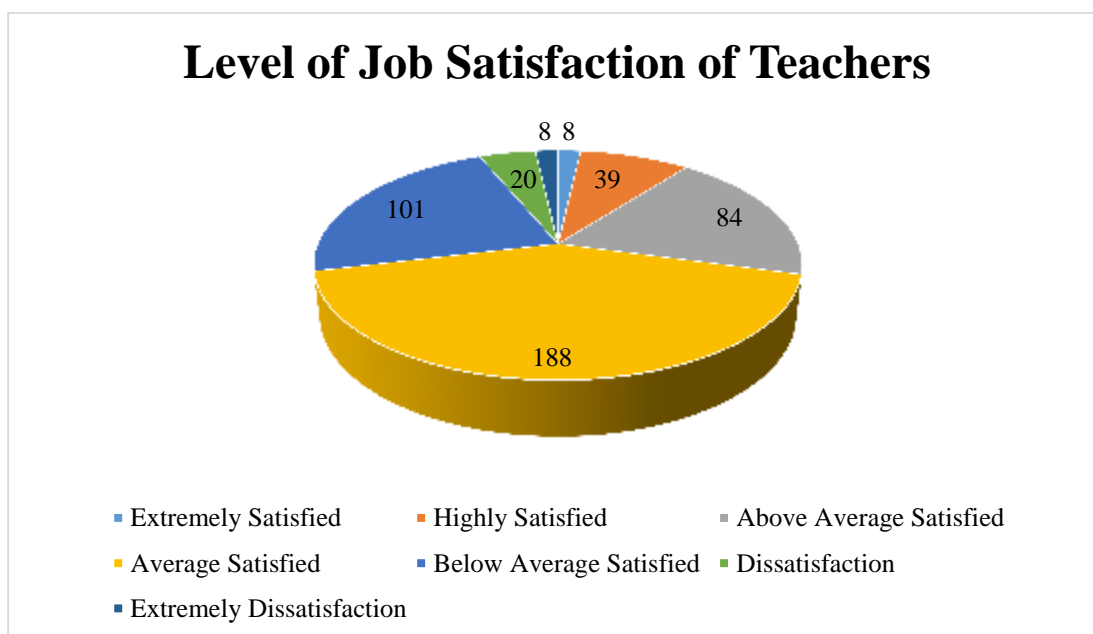
To evaluate the level of job satisfaction of teachers in colleges affiliated to Mizoram University, the researcher utilized the Teacher's Job Satisfaction Questionnaire (TJSQ-NAA) developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Afshan Anees (2014). The investigator made use of the established specific norms tailored by the tool developer to differentiate the current population under investigation. The norms utilized were not altered nor modified as the sample studied follow the same UGC regulations in all aspect compared to other parts of the country and the demographic variables under study such as gender, age, teaching experience, marital status and educational qualification on job satisfaction do not necessarily differ due to geographical nor other aspect from other parts of the country.

The raw scores of all 448 college teachers were transformed into z-score. Based on the range of z-score, the level of job satisfaction was classified into 7 levels. These levels were further classified into grades as well and was utilized for interpretation of the present study as depicted in the following table no. 4.1.

Table: 4.1.0
Level of job satisfaction of teachers

| Sl. No. | Range of Z-score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 8 | 1.79 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 39 | 8.71 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 84 | 18.75 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 188 | 41.96 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 101 | 22.54 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 20 | 4.46 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 8 | 1.79 |
| Total | | | | 448 | 100 |

Fig: 4.1.0
Level of job satisfaction of teachers



From the analysis of table 4.1, it can be seen that out of 448 teachers, 8 teachers (1.79%) are extremely job dissatisfied. Teachers who are dissatisfied are 20 in numbers which is 4.46% and 8(1.783%) teachers who are extremely satisfied. 101

teachers (22.54%) have below average satisfaction and 39 highly satisfied teachers (8.71%). Maximum teachers accounting to 188 in numbers have average job satisfaction i.e. 41.96%.

To attain better understanding and in-depth knowledge about the samples, with reference to different demographic variables, the level of job satisfaction has been evaluated as depicted in below:

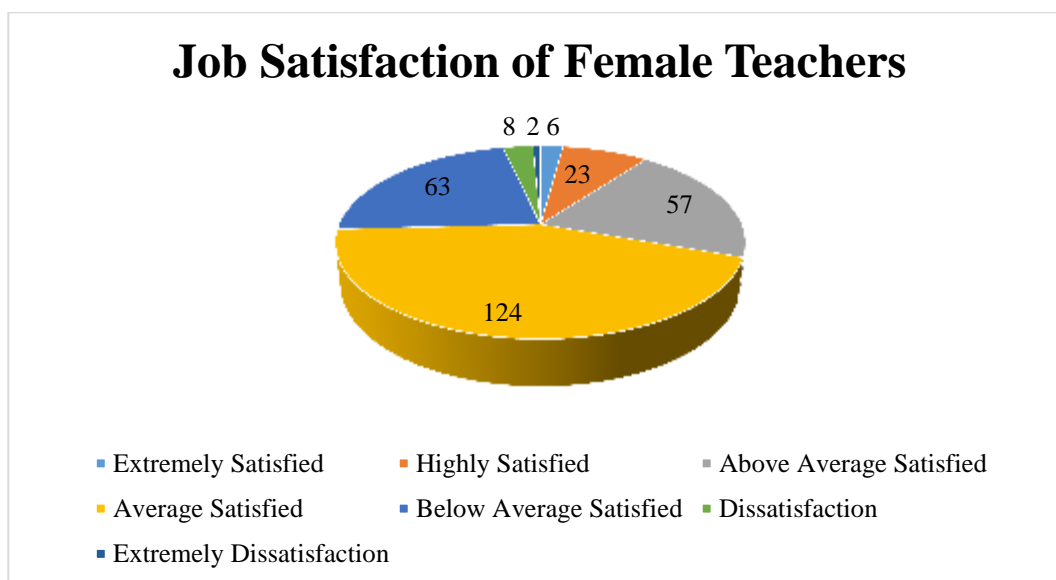
4.1.1 Level of job satisfaction of female teachers in colleges affiliated to Mizoram University.

The level of job satisfaction of 283 female teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.1

Table: 4.1.1

Level of job satisfaction of female teachers

| Sl. No. | Range of Z-score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 6 | 2.12 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 23 | 8.13 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 57 | 20.14 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 124 | 43.82 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 63 | 22.26 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 8 | 2.83 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 2 | 0.70 |
| Total | | | | 283 | 100 |

Fig: 4.1.1**Level of job satisfaction of female teachers**

An analysis of the data vide table no 4.1.1 indicated a diverse range of job satisfaction levels among the female teachers. There are a total of 283 female teachers. Only 6 (2.12%) teachers fall into the category of extremely satisfied. With 23 teachers who are highly satisfied with a percentage 8.13% in their job. There are 57 (8.13%) teachers falling in the level of above average satisfied level. Among the 283 teachers there are 124(43.82%) teachers who are average satisfied with their job. 63 (22.26%) teachers fall under below average satisfied. Also, there are 8 teachers who are dissatisfied and 2 extremely dissatisfied teachers in their job.

4.1.2 Level of job satisfaction of male teachers in colleges affiliated to Mizoram University.

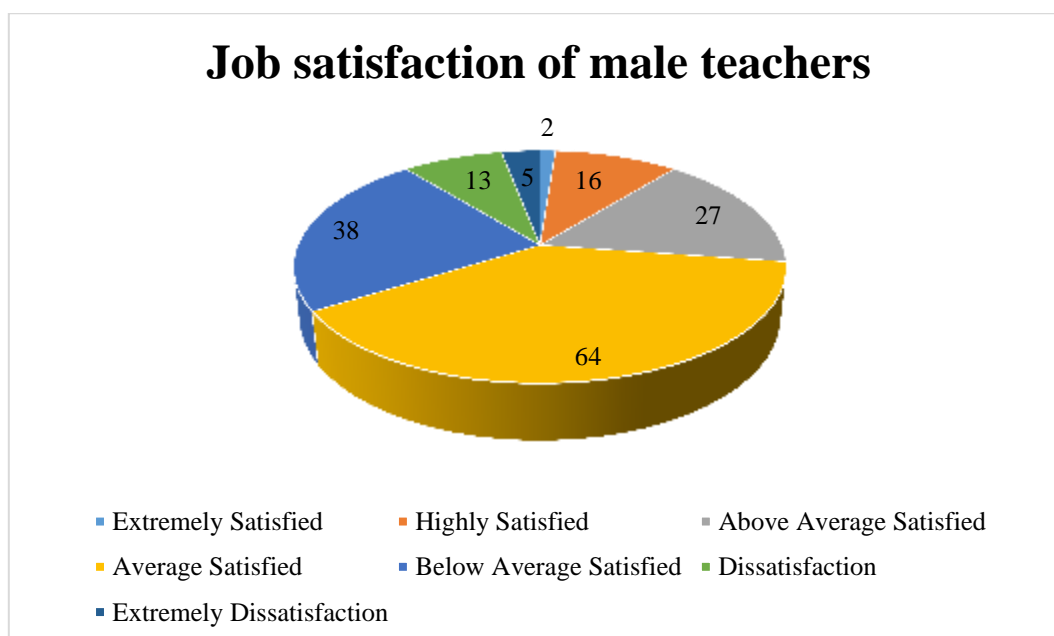
The level of job satisfaction of 165 male teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.2

Table: 4.1.2
Level of job satisfaction of male teachers

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 2 | 1.21 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 16 | 9.70 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 27 | 16.36 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 64 | 38.79 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 38 | 23.03 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 13 | 7.88 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 5 | 3.03 |
| Total | | | | 165 | 100 |

Fig: 4.1.2

Level of job satisfaction of male teachers



A perusal of the data vide table no 4.1.2 indicated a diverse range of job satisfaction levels among the male teachers. There are a total of 165 male teachers.

Only 2 (1.21%) teachers fall into the category of extremely satisfied. With 16 teachers who are highly satisfied with a percentage 9.70% in their job. There are 27 (16.36%) teachers falling in the level of above average satisfied level. Among the 165 teachers there are 64(38.79%) teachers who are average satisfied with their job. Also 38 (23.03%) teachers fall under below average satisfied. Also, there are 13 teachers who are dissatisfied and 5 male teachers who are extremely dissatisfied in their job.

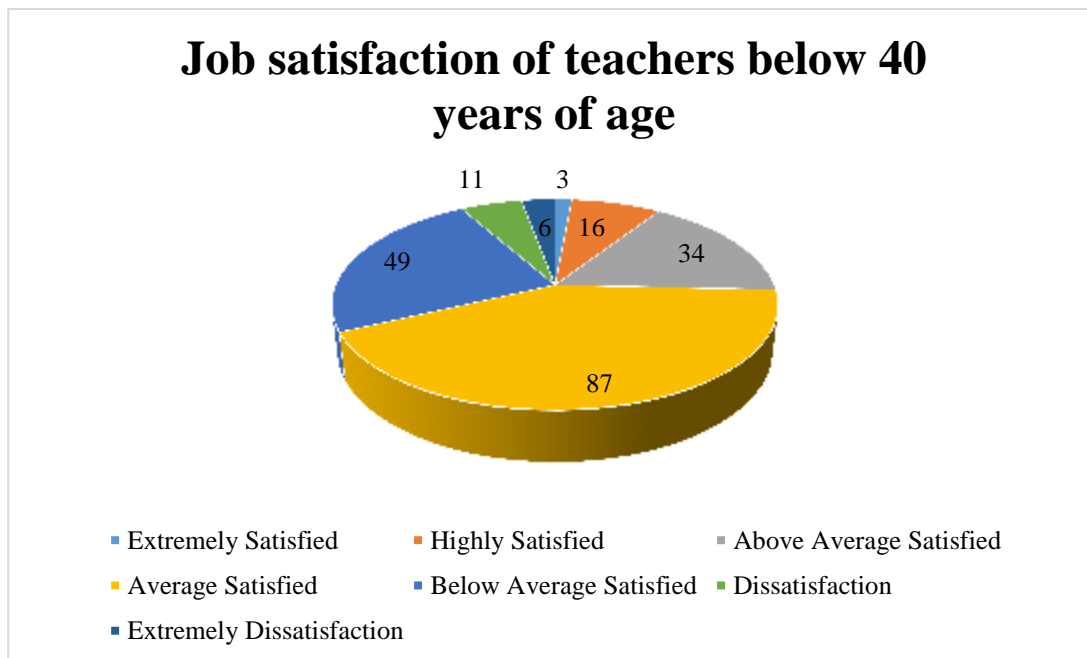
4.1.3 Level of job satisfaction of teachers below 40 years of age in colleges affiliated to Mizoram University.

The level of job satisfaction of 206 teachers below 40 years of age in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.3

Table: 4.1.3
Level of job satisfaction of teachers below 40 years of age

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 3 | 1.46 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 16 | 7.77 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 34 | 16.50 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 87 | 42.23 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 49 | 23.79 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 11 | 5.34 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 6 | 2.91 |
| Total | | | | 206 | 100 |

Fig: 4.1.3
Level of job satisfaction of teachers below 40 years of age



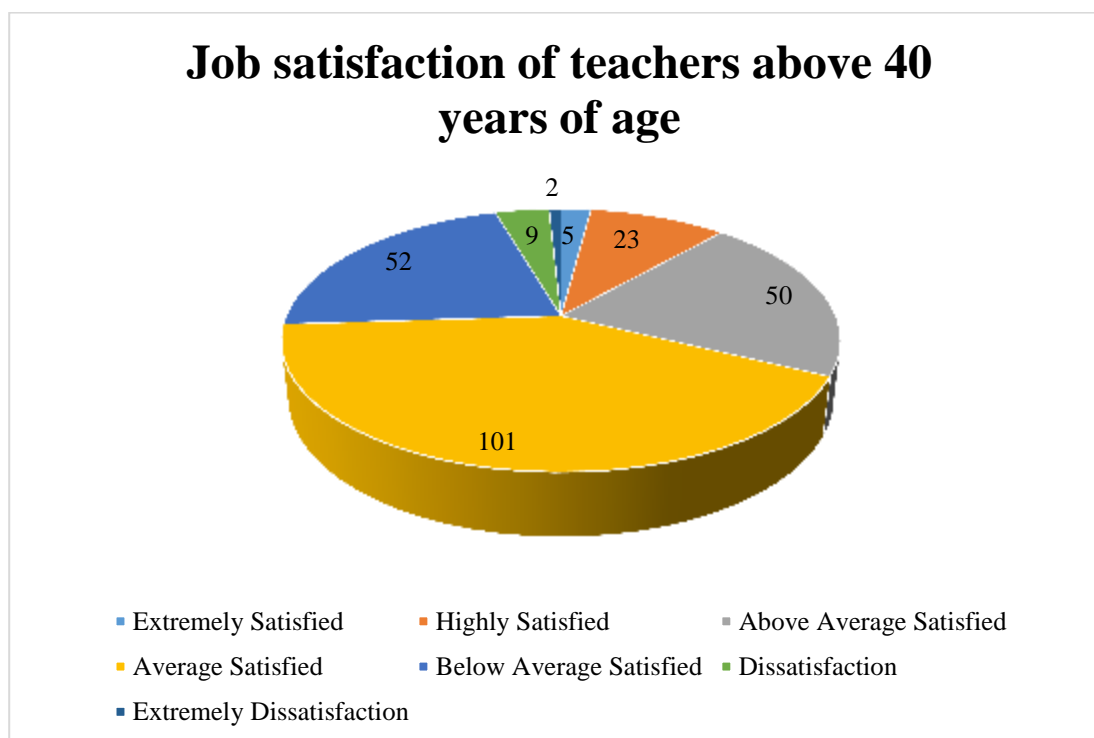
An examination of the data vide table no 4.1.3 indicates a diverse range of job satisfaction levels among teachers with an age of below 40 years. There are a total of 206 teachers below 40 years of age. Only 3 (1.46%) teachers fall into the category of extremely satisfied. There were 16 teachers who are highly satisfied with a percentage 7.77% in their job. There are 34(16.50%) teachers falling in the level of above average satisfied level. Among the 206 teachers the majority of teachers are average satisfied with their job with a total of 87 teachers accounting to 42.23%. Also 49 (23.79%) teachers fall under below average satisfied. Also, there are 11 teachers who are dissatisfied and 6 teachers are extremely dissatisfied in their job.

4.1.4 Level of job satisfaction of teachers 40 and above years of age in colleges affiliated to Mizoram University.

This analysis explores the level of job satisfaction of 242 teachers 40 and above years of age in colleges affiliated to Mizoram University based on the collected data and hence their representation in different levels is presented in terms of percentage which are as follows:

Table:4.1.4**Level of job satisfaction of teachers 40 and above years of age**

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 5 | 2.07 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 23 | 9.50 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 50 | 20.66 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 101 | 41.73 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 52 | 21.49 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 9 | 3.72 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 2 | 0.83 |
| Total | | | | 242 | 100 |

Fig: 4.1.4**Level of job satisfaction of teachers 40 and above years of age**

An analysis of the data vide table no 4.1.4 indicates a diverse range of job satisfaction levels among teachers with an age of 40 years and above. There are 242 teachers 40 and above years of age. Only 5 (2.07%) teachers fall into the category of extremely satisfied. With 23 teachers who are highly satisfied with a percentage 9.50% in their job. There are 50 (20.66%) teachers falling in the level of above average satisfied level. Among the 242 teachers the majority of teachers are average satisfied with their job with a total of 101 teachers accounting to 41.73%. Also 52 (21.49%) teachers fall under below average satisfied. Also, there are 9 teachers who are dissatisfied and 2 extremely dissatisfied teachers in their job.

4.1.5 Level of job satisfaction of teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University.

The level of job satisfaction of 193 teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.5

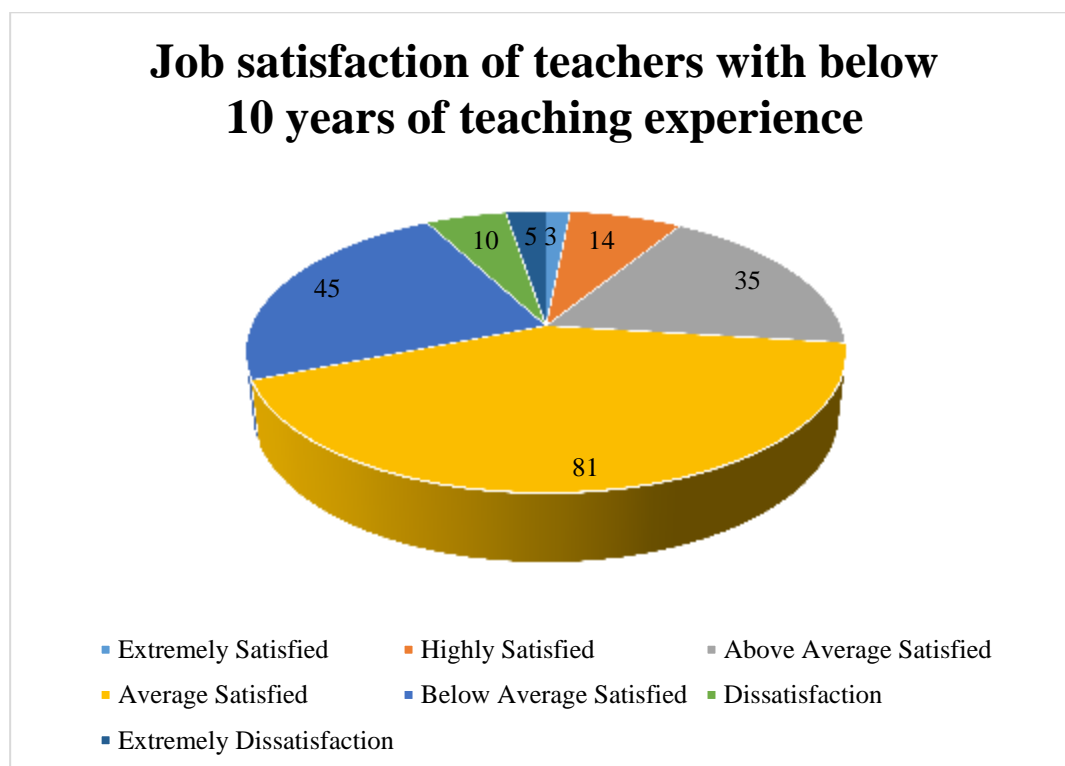
Table:4.1.5

Level of job satisfaction of teachers with below 10 years of teaching experience

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|----------------|--------------------------|--------------|--|------------------------|-----------------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 3 | 1.55 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 14 | 7.25 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 35 | 18.13 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 81 | 41.97 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 45 | 23.32 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 10 | 5.19 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 5 | 2.59 |
| Total | | | | 193 | 100 |

Fig: 4.1.5

Level of job satisfaction of teachers with below 10 years of teaching experience



An analysis of the data vide table no 4.1.5 indicates a diverse range of job satisfaction levels among teachers with below 10 years of teaching experience. There are 193 teachers. Only 3 (1.55%) teachers fall into the category of extremely satisfied. With 14 teachers who are highly satisfied with a percentage 7.25% in their job. There are 35 (18.13%) teachers falling in the level of above average satisfied level. Among the 193 teachers there are 81(41.97%) teachers who are average satisfied with their job. Also 45 (23.32%) teachers fall under below average satisfied. Also, there are 10 teachers who are dissatisfied and 5 teachers are extremely dissatisfied in their job.

4.1.6 Level of job satisfaction of teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University.

The level of job satisfaction of 159 teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University have been calculated using

percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.6

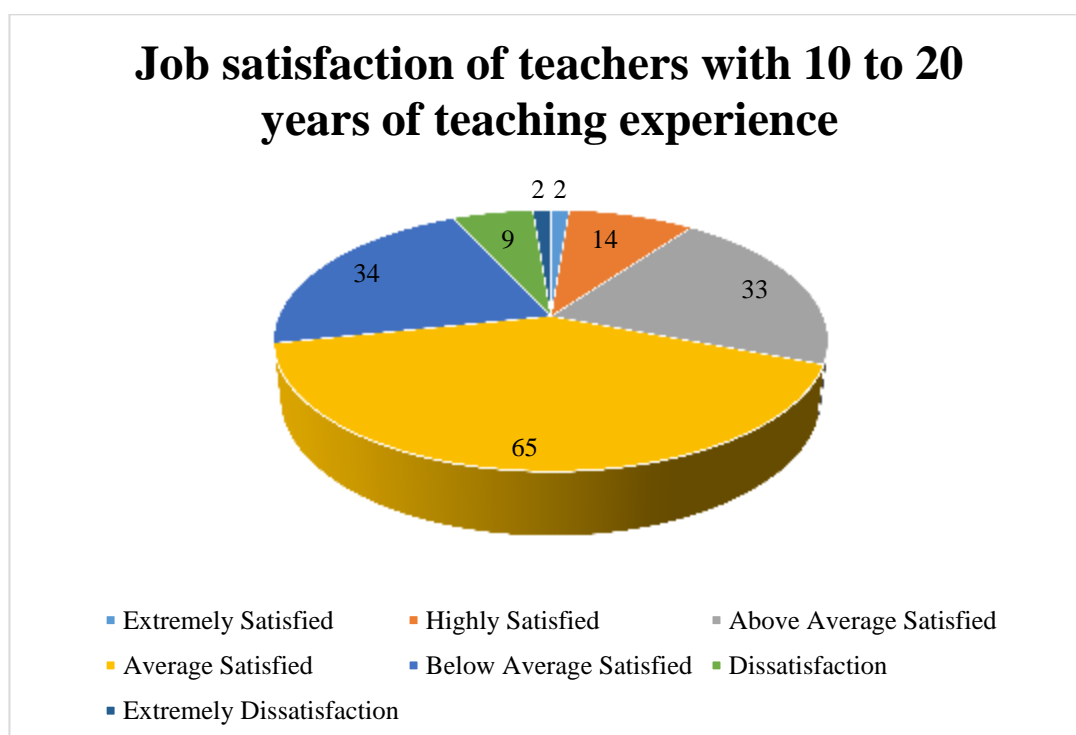
Table:4.1.6

Level of job satisfaction of teachers with 10 to 20 years of teaching experience

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 2 | 1.26 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 14 | 8.81 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 33 | 20.75 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 65 | 40.88 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 34 | 21.38 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 9 | 5.66 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 2 | 1.26 |
| Total | | | | 159 | 100 |

Fig: 4.1.6

Level of job satisfaction of teachers with 10 to 20 years of teaching experience



An analysis of the data vide table no 4.1.6 indicates a diverse range of job satisfaction levels among teachers with 10 to 20 years of teaching experience. There are 159 teachers out of which 2 (1.26%) teachers fall into the category of extremely satisfied. With 14 teachers who are highly satisfied with a percentage 8.81% in their job. There are 33 (20.75%) teachers falling in the level of above average satisfied level. Among the 159 teachers there are 65(40.88%) teachers who are average satisfied with their job. Also 34 (21.38%) teachers fall under below average satisfied. Also, there are 9 teachers who are dissatisfied and 2 male teachers who are extremely dissatisfied in their job.

4.1.7 Level of job satisfaction of teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University.

The level of job satisfaction of 96 teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.7

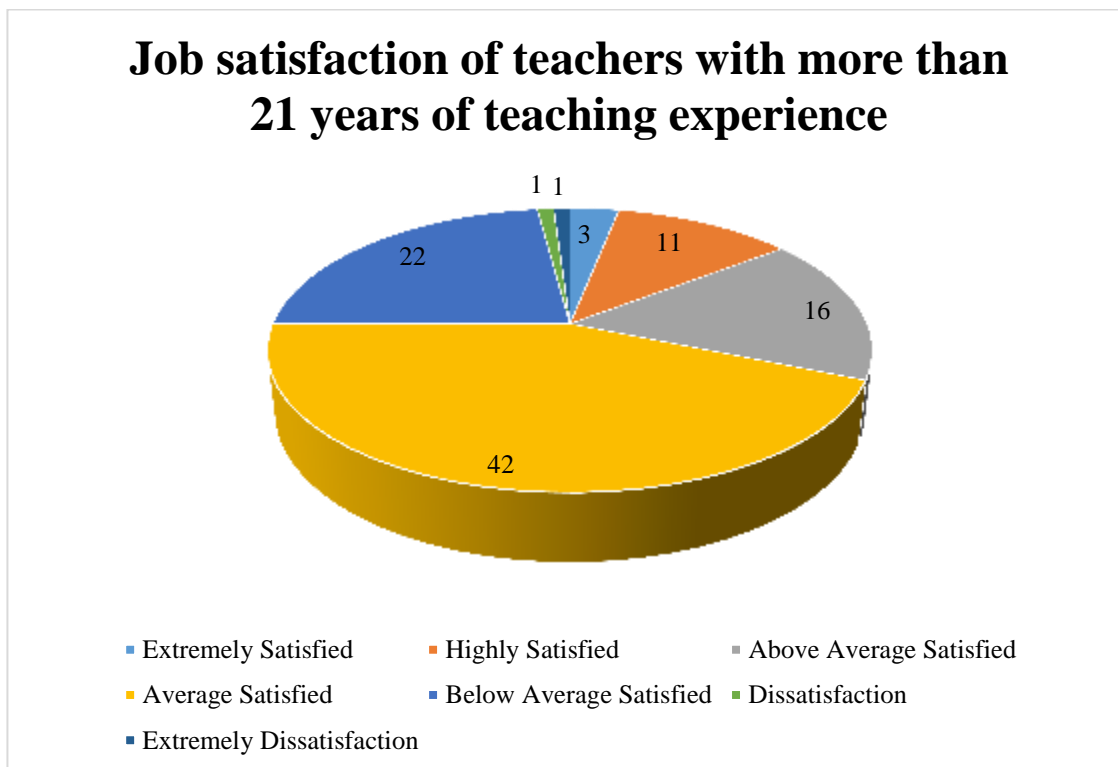
Table:4.1.7

Level of job satisfaction of teachers with more than 21 years of teaching experience

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|----------------|--------------------------|--------------|--|------------------------|-----------------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 3 | 3.13 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 11 | 11.46 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 16 | 16.67 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 42 | 43.75 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 22 | 22.92 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 1 | 1.04 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 1 | 1.03 |
| Total | | | | 96 | 100 |

Fig: 4.1.7

Level of job satisfaction of teachers with more than 21 years of teaching experience



An analysis of the data vide table no 4.1.7 indicates a diverse range of job satisfaction levels among teachers with more than 21 years teaching experience. Only 3 (3.13%) teachers fall into the category of extremely satisfied. With 11 teachers who are highly satisfied with a percentage 11.46% in their job. There are 16 (16.67%) teachers falling in the level of above average satisfied level. Among the 96 teachers there are 42(43.75%) teachers who are average satisfied with their job. Furthermore, 22 (22.92%) teachers fall under below average satisfied. Whereas there is 1 teacher who is dissatisfied and extremely dissatisfied in their job.

4.1.8 Level of job satisfaction of married teachers in colleges affiliated to Mizoram University.

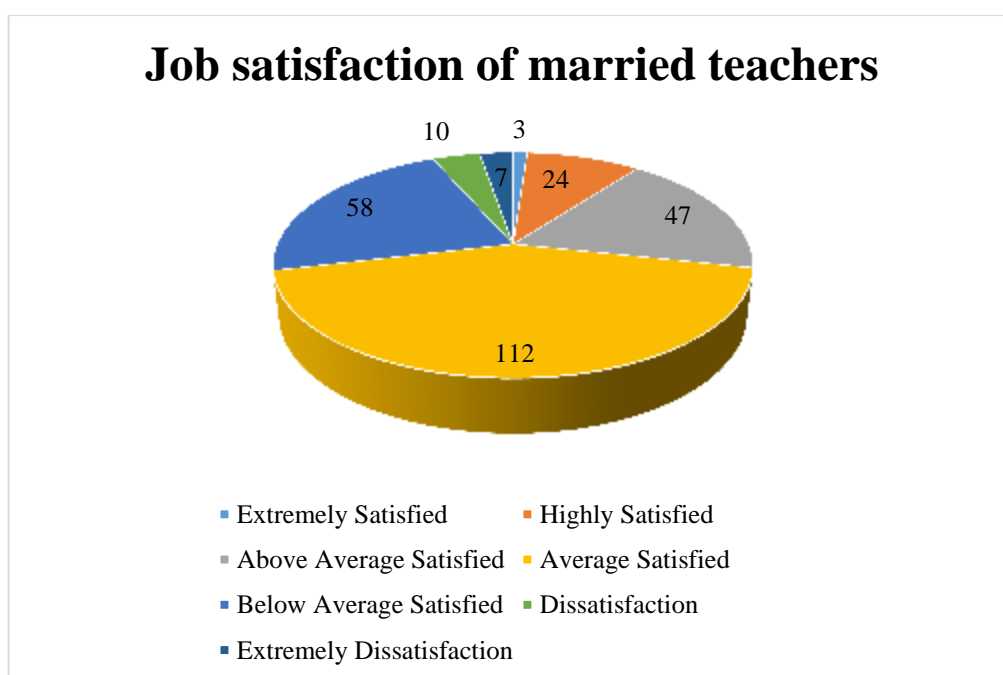
This analysis explores the level of job satisfaction of 261 married teachers in colleges affiliated to Mizoram University based on the collected data using

percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.1.8:

Table:4.1.8
Level of job satisfaction of married teachers

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 3 | 1.15 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 24 | 9.20 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 47 | 18.01 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 112 | 42.91 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 58 | 22.22 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 10 | 3.83 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 7 | 2.68 |
| Total | | | | 261 | 100 |

Fig: 4.1.8
Level of job satisfaction of married teachers



An analysis of the data vide table no 4.1.8 indicates a diverse range of job satisfaction levels among married teachers. Only 3 (1.15%) teachers fall into the category of extremely satisfied. With 24 teachers who are highly satisfied with a percentage of 9.20% in their job. There are 47 (18.01%) teachers falling in the level of above average satisfied level. Among the 261 teachers there are 112(42.91%) teachers who are average satisfied with their job. There are 58 (22.22%) teachers who fall under below average satisfied. Also, there are 10 teachers who are dissatisfied and 7 teachers who are extremely dissatisfied in their job.

4.1.9 Level of job satisfaction of unmarried teachers in colleges affiliated to Mizoram University.

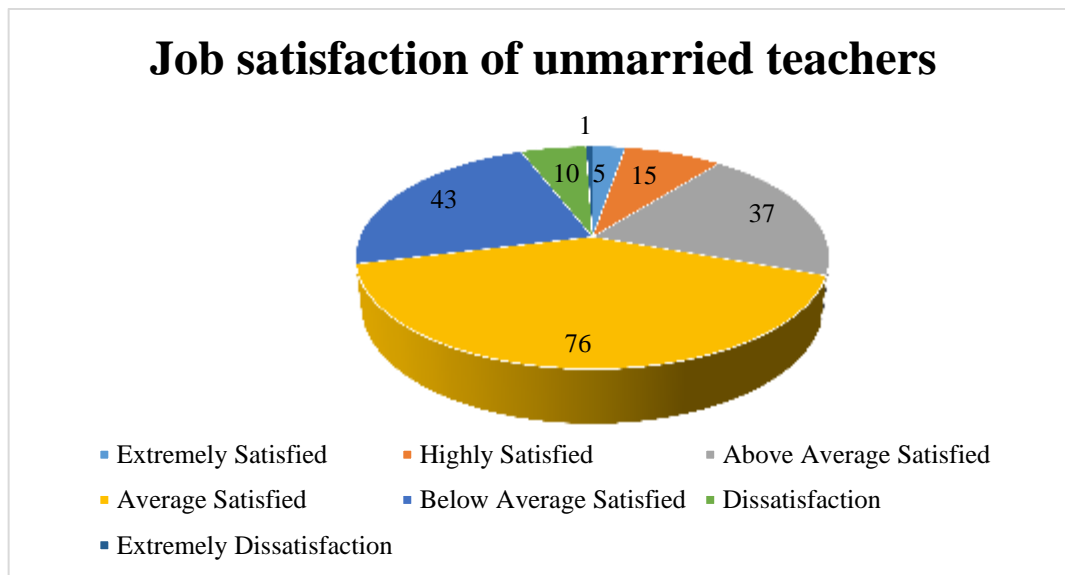
The level of job satisfaction of 187 unmarried teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.9

Table:4.1.9

Level of job satisfaction of unmarried teachers

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|----------------|--------------------------|--------------|--|------------------------|-----------------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 5 | 2.67 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 15 | 8.02 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 37 | 19.79 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 76 | 40.64 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 43 | 22.99 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 10 | 5.35 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 1 | 0.53 |
| Total | | | | 187 | 100 |

Fig: 4.1.9
Level of job satisfaction of unmarried teachers



An analysis of the data vide table no 4.1.9 indicates a diverse range of job satisfaction levels among the unmarried teachers. Only 5 (2.67%) teachers fall into the category of extremely satisfied. With 15 teachers who are highly satisfied with a percentage 8.02% in their job. There are 37 (19.79%) teachers falling in the level of above average satisfied level. Among the 187 teachers there are 76 (40.64%) teachers who are average satisfied with their job. To add with, there are 43 (22.99%) teachers who fall under below average satisfied. Also, there are 10 teachers who are dissatisfied and 1 male teacher is extremely dissatisfied in their job.

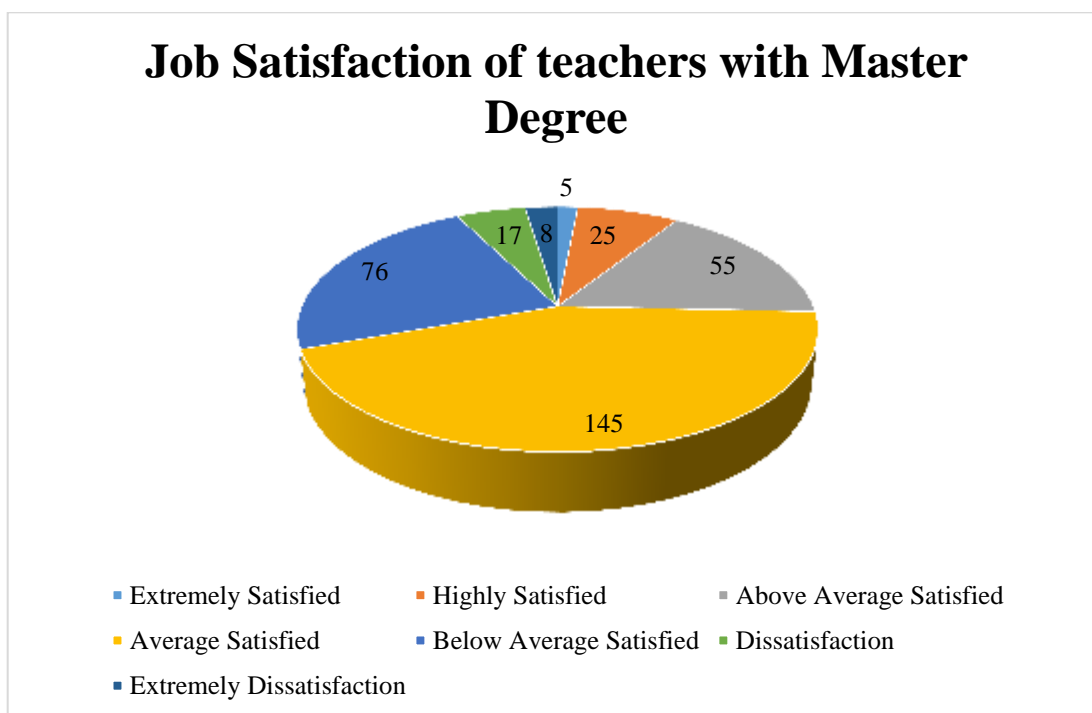
4.1.10 Level of job satisfaction of teachers with Master Degree in colleges affiliated to Mizoram University.

This analysis explores the level of job satisfaction of 331 teachers with Master Degree in colleges affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.1.10:

Table:4.1.10
Level of job satisfaction of teachers with Master Degree

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 5 | 1.51 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 25 | 7.55 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 55 | 16.62 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 145 | 43.81 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 76 | 22.96 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 17 | 5.14 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 8 | 2.42 |
| Total | | | | 331 | 100 |

Fig: 4.1.10
Level of job satisfaction of teachers with Master Degree



An analysis of the data vide table no 4.1.10 indicates a diverse range of job satisfaction levels among teachers with master degree. Only 5 teachers fall into the category of extremely satisfied. With 25 teachers who are highly satisfied with a percentage 7.55% in their job. There are 55 (16.62%) teachers falling in the level of above average satisfied level. Among the 331 teachers' majority of the teachers i.e. 145(43.81%) are average satisfied with their job. Also 76 (22.96%) teachers fall under below average satisfied. Whereas, there are 17 teachers who are dissatisfied and 8 teachers are extremely dissatisfied in their job.

4.1.11 Level of job satisfaction of teachers with Ph.D Degree in colleges affiliated to Mizoram University.

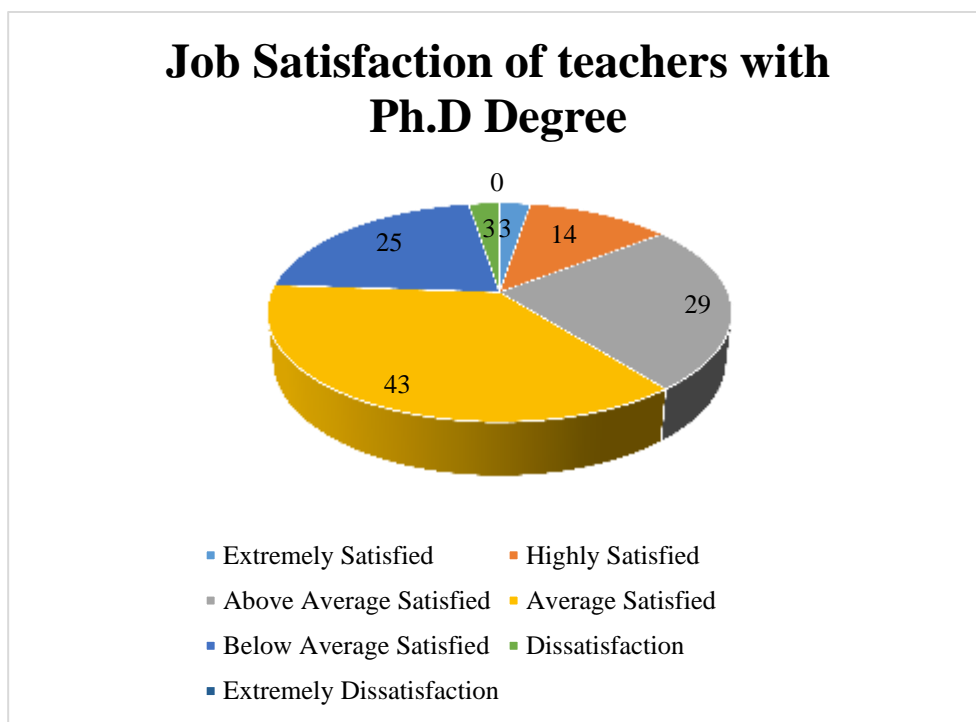
The level of job satisfaction of 117 teachers with Ph.D Degree in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.11

Table: 4.1.11

Level of job satisfaction of teachers with Ph.D Degree

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 3 | 2.56 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 14 | 11.97 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 29 | 24.79 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 43 | 36.75 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 25 | 21.37 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 3 | 2.56 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 0 | 0.00 |
| Total | | | | 117 | 100 |

Fig: 4.1.11
Level of job satisfaction of teachers with Ph.D Degree



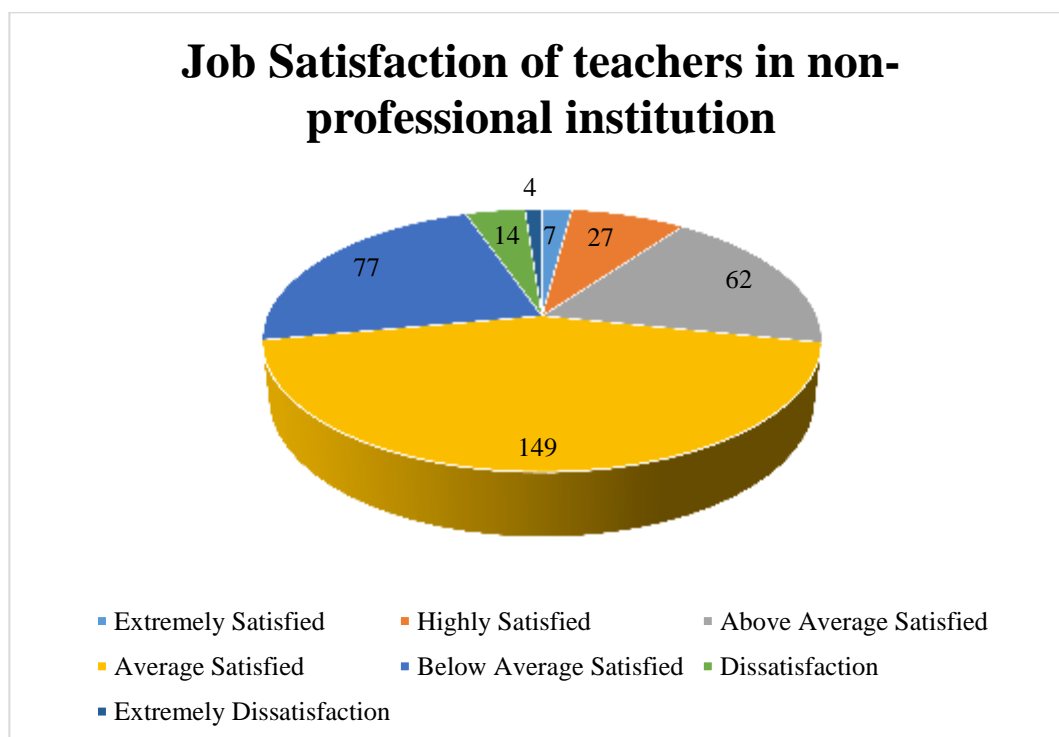
An analysis of the data vide table no 4.1.11 indicates a diverse range of job satisfaction levels among teachers with Ph.D degree. Only 3 (2.56%) teachers fall into the category of extremely satisfied. With 14 teachers who are highly satisfied with a percentage 11.97% in their job. There are 29 (24.79%) teachers falling in the level of above average satisfied level. Among the 117 teachers there are 43 (36.75%) teachers who are average satisfied with their job. Furthermore, 25 teachers fall under below average satisfied. Whereas, there are only 3 teachers who are dissatisfied and no teachers are extremely dissatisfied in their job.

4.1.12 Level of job satisfaction of teachers working in non- professional institution affiliated to Mizoram University.

This analysis explores the level of job satisfaction of 340 teachers working in non- professional institution affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.1.12:

Table: 4.1.12**Level of job satisfaction of teachers working in non- professional institution**

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 7 | 2.06 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 27 | 7.94 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 62 | 18.24 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 149 | 43.82 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 77 | 22.65 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 14 | 4.12 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 4 | 1.18 |
| Total | | | | 340 | 100 |

Fig: 4.1.12**Level of job satisfaction of teachers working in non- professional institution**

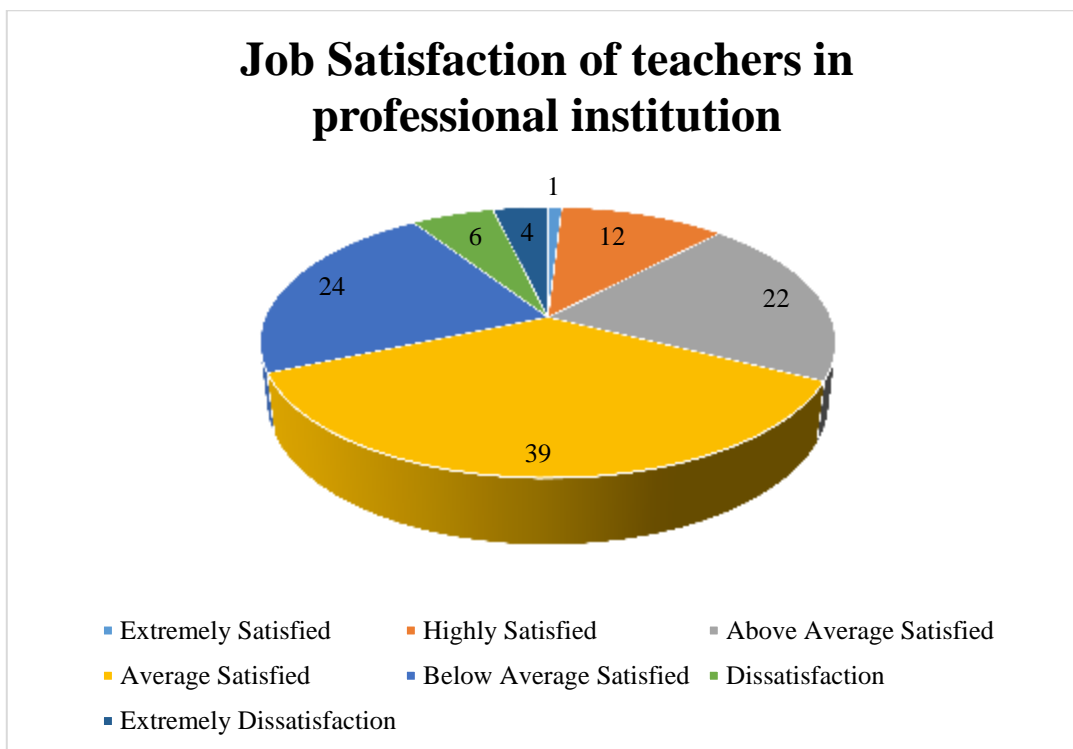
An analysis of the data vide table no 4.1.12 indicates a diverse range of job satisfaction levels among teachers in non-professional institutions. A total of 7 (2.06%) teachers falls into the category of extremely satisfied. With 27 teachers who are highly satisfied with a percentage 7.94% in their job. There are 62 (18.24%) teachers falling in the level of above average satisfied level. Among the 340 teachers there are 149(43.82%) teachers who are average satisfied with their job. Also 77 (22.65%) teachers fall under below average satisfied. To add with, there are 14 teachers who are dissatisfied and 4 teachers who are extremely dissatisfied in their job.

4.1.13 Level of job satisfaction of teachers working in professional institution affiliated to Mizoram University.

The level of job satisfaction of 108 teachers working in professional institution affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of job satisfaction was classified into 7 levels as shown in the following table no 4.1.13

Table:4.1.13
Level of job satisfaction of teachers in professional institution

| Sl. No. | Range of Z- score | Grade | Level of Teacher's Job satisfaction | No. of Teachers | Percentage (%) |
|---------|-------------------|-------|-------------------------------------|-----------------|----------------|
| 1 | +2.01 and above | A | Extremely Satisfied | 1 | 0.93 |
| 2 | +1.26 to +2.00 | B | Highly Satisfied | 12 | 11.11 |
| 3 | +0.51 to +1.25 | C | Above Average Satisfied | 22 | 20.37 |
| 4 | -0.50 to +0.50 | D | Average Satisfied | 39 | 36.11 |
| 5 | -0.51 to -1.25 | E | Below Average Satisfied | 24 | 22.22 |
| 6 | -1.26 to -2.00 | F | Dissatisfaction | 6 | 5.56 |
| 7 | -2.01 and below | G | Extremely Dissatisfaction | 4 | 3.70 |
| Total | | | | 108 | 100 |

Fig: 4.1.13**Level of job satisfaction of teachers in professional institution**

An analysis of the data vide table no 4.1.13 indicates a diverse range of job satisfaction levels among teachers in professional institution. Only 1 (0.93%) teacher fall into the category of extremely satisfied. With 12 teachers who are highly satisfied with a percentage 11.11% in their job. There are 22 (20.37%) teachers falling in the level of above average satisfied level. Among the 108 teachers there are 39(36.11%) teachers who are average satisfied with their job and 24 (22.22%) teachers fall under below average satisfied. Also, there are 6 teachers who are dissatisfied and 4 teachers are extremely dissatisfied in their job.

4.2.0 Objective 2: To compare the significance difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

The study compares the job satisfaction of all the teachers, considering their gender, age, teaching experience, marital status and educational qualification as a factor. To do this, the investigator calculated the mean, standard deviation and calculated a 't' test to evaluate differences in the means. The results of this analysis are presented in the different tables provided below;

Hypothesis No. 1: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

To attain accurate result the independent variables - gender, age, teaching experience, marital status and educational qualification with reference to job satisfaction was tested separately as shown in the tables below;

4.2.1 To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to gender.

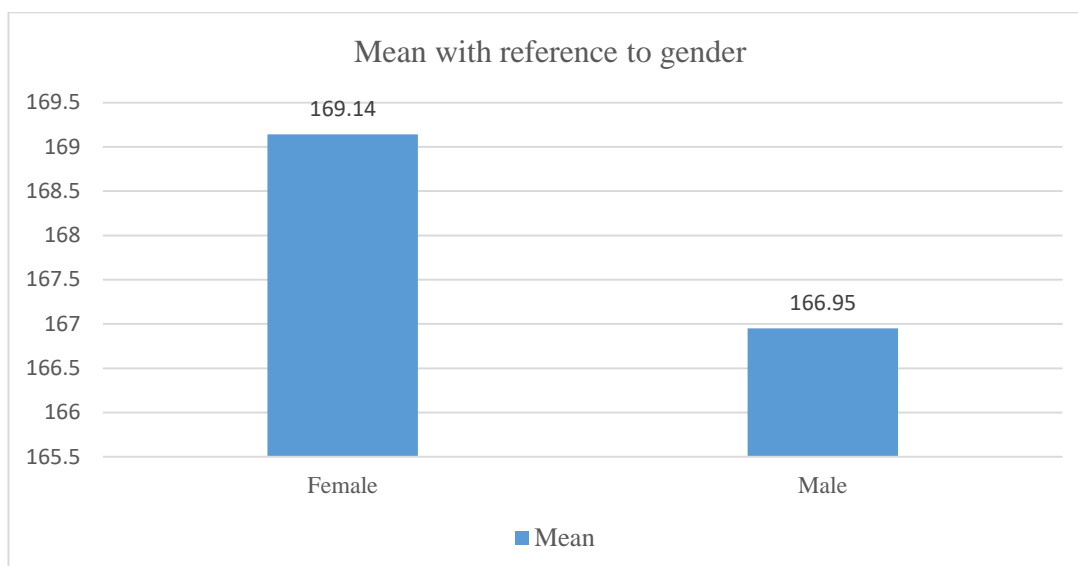
Male and female teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their job satisfaction. The mean, standard deviation and t-test were calculated and presented in the table below:

Hypothesis No.1 A: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender.

Table:4.2.1

Comparison of job satisfaction with reference to gender

| Gender | N | Mean | SD | df | t-value | Level of significance |
|--------|-----|--------|-------|-----|---------|-----------------------|
| Male | 165 | 166.95 | 16.65 | 446 | 1.47 | Not Significant |
| Female | 285 | 169.14 | 14.30 | | | |

Fig:4.2.1**Comparison of job satisfaction with reference to gender**

As shown in the above table, the mean score of males is 166.95 and standard deviation is 16.65 while the mean and standard deviation of female teachers is 169.14 and 14.30 respectively. The calculated t-value is 1.47 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender” is accepted. It can be concluded that male and female teachers do not differ significantly in their job satisfaction. However, the mean score of female teachers is slightly higher than that of their male counterparts which suggest that female have higher job satisfaction than male.

The finding implies that male and female is not a significant differentiating factor regarding job satisfaction.

4.2.2 To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age.

To find out the difference in the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age, t-test was used to compare the two groups. Table no. 4.2.2 represent the difference between the two groups.

Hypothesis No. 1 B: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to age.

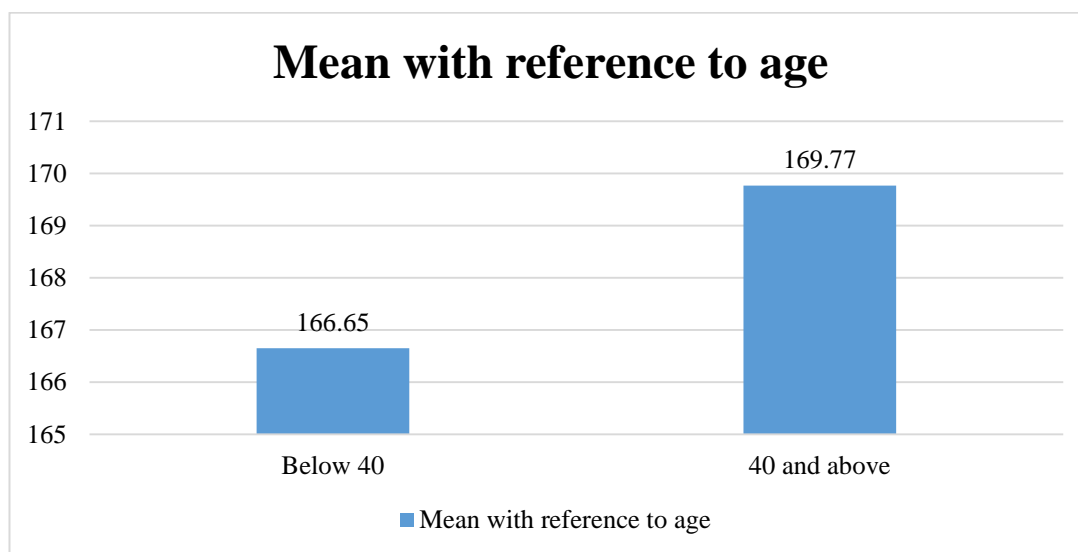
Table:4.2.2

Comparison of job satisfaction with reference to age

| Age | N | Mean | SD | df | t-value | Level of significance |
|--------------|-----|--------|-------|-----|---------|-----------------------|
| Below 40 | 206 | 166.65 | 15.69 | 446 | 2.17 | Significant at 0.05 |
| 40 and above | 242 | 169.77 | 14.70 | | | |

Fig:4.2.2

Comparison of job satisfaction with reference to age



Thorough examination of the data in the table no. 4.2.2 showed that the mean score of teachers below 40 years is 166.65 and standard deviation is 15.69 while the mean and standard deviation of teachers 40 and above years is 169.77 and 14.70 respectively. The calculated t-value which examines the difference between job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age turned out to be 2.17 which is more than the critical value at 0.05 (i.e. 1.984) level of significance. Hence, it can be concluded that there is significant difference in the level of job satisfaction between the two groups.

Therefore, the null hypothesis that, “there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to age” is rejected. It can be concluded teachers with respect to their age differ significantly in their job satisfaction. This suggests that, teacher 40 and above years of age have higher satisfaction in their job compared to teachers below 40 years of age.

The finding implies that age can be the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

4.2.3 To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to teaching experience.

To compare job satisfaction of teachers in colleges affiliated to Mizoram University with reference to teaching experience, ANOVA was deployed as the demographic variable consisted of three variances. The table below shows the result of the comparison executed;

Hypothesis No. 1 C: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to teaching experience.

Table: 4.2.3

Comparison of job satisfaction with reference to teaching experience

| Source of Variance | df | Sum of Square | Mean Square | F-ratio | Level of significance |
|---------------------------|-----------|----------------------|--------------------|----------------|------------------------------|
| Between Set | 2 | 1260.92 | 630.46 | 2.738 | Not Significant |
| Within Set | 445 | 102455.8 | 230.23 | | |

From the above table the sum of square between set is 1260.92 and mean square between set is 630.46. The sum of square within set is 102455.8 and mean square is 230.23. The calculated f-ratio was found to be 2.738 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University

with reference to teaching experience” is accepted. It can be concluded teachers with respect to their age do not differ significantly in their job satisfaction.

The finding implies that teaching experience is not the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

4.2.4 To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to marital status.

Married and unmarried teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their job satisfaction. The mean, standard deviation and t-test were calculated and presented in the table below:

Hypothesis No.1 D: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to marital status.

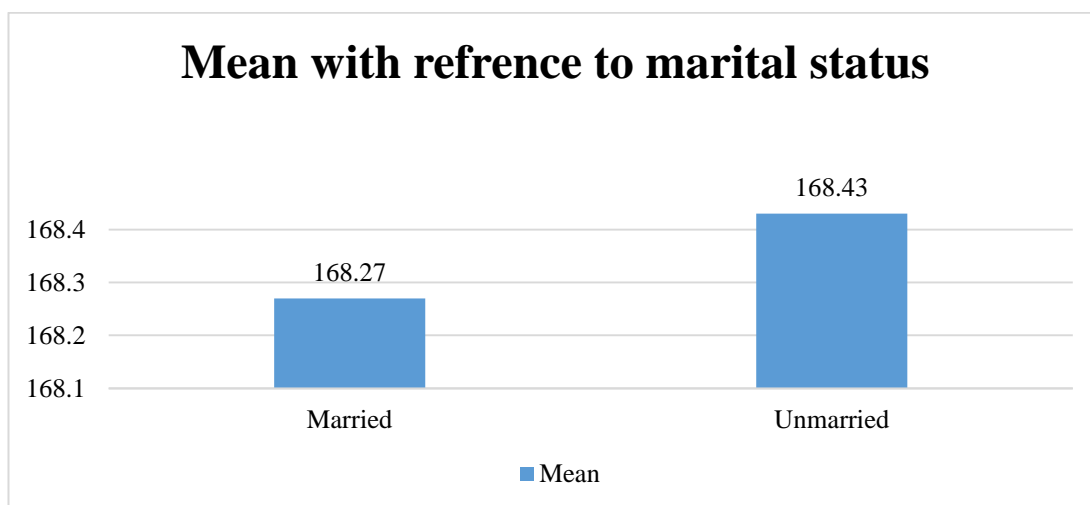
Table: 4.2.4

Comparison of job satisfaction with reference to marital status

| Age | N | Mean | SD | df | t-value | Level of significance |
|-----------|-----|--------|-------|-----|---------|-----------------------|
| Married | 261 | 168.27 | 14.36 | 446 | 0.11 | Not Significant |
| Unmarried | 187 | 168.43 | 16.40 | | | |

Fig:4.2.4

Comparison of job satisfaction with reference to marital status



An analysis of the data vide table no.4.2.4 showed that the mean score of married teachers is 168.27 and standard deviation is 14.36 while the mean and standard deviation of unmarried teachers is 168.43 and 16.40 respectively. The calculated t-value is 0.11 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to marital status” is accepted. It can be concluded teachers with respect to their marital status do not differ significantly in their job satisfaction.

The finding implies that marital status is not the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

4.2.5 To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to educational qualification.

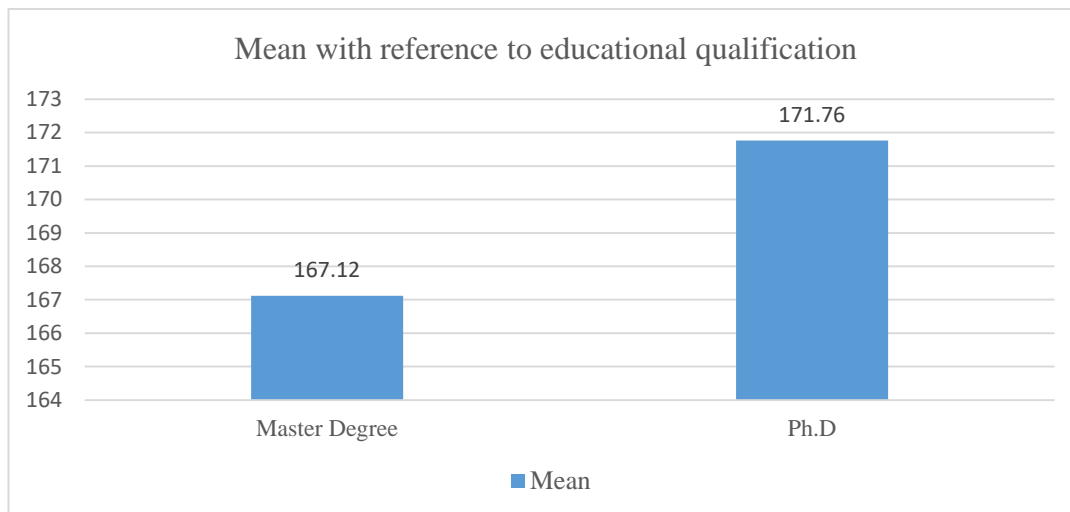
To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to educational qualification, the mean difference between the two groups was tested using t- test. The following table shows the comparison of teachers with master degree and Ph.D towards job satisfaction.

Hypothesis No.1 E: There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

Table: 4.2.5

Comparison of job satisfaction with reference to educational qualification

| Age | N | Mean | SD | df | t-value | Level of significance |
|---------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| Master Degree | 331 | 167.12 | 15.60 | 446 | 2.85 | Significant |
| Ph.D | 117 | 171.76 | 13.6 | | | |

Fig:4.2.5**Comparison of job satisfaction with reference to educational qualification**

A perusal of table no 4.2.5 shows that the mean score for teachers with master degree is 167.12, while teachers with Ph.D have a higher mean of 171.76. The standard deviation for teachers with master degree is 15.60, and for teachers with Ph.D, it is 13.6. The calculated t-value is 2.85 which is higher than the critical value at 0.01 (i.e. 2.626) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to educational qualification” is rejected. It can be concluded teachers with respect to their educational qualification differ significantly in their job satisfaction. This suggests that teachers with Ph.D may demonstrate a more higher satisfaction in their job. Which may be due to more extensive academic experience and deeper engagement in the field.

The finding implies that educational qualification can be the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

4.3.0 Objective 3: To compare the difference in level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study examined the level of job satisfaction between teachers working in professional and non-professional affiliated colleges of Mizoram University. To do this, the researcher calculated the mean and standard deviation of the scores and conducted a 't' test to assess differences in the means. The results of this analysis are presented in the tables provided.

Hypothesis 2: There is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

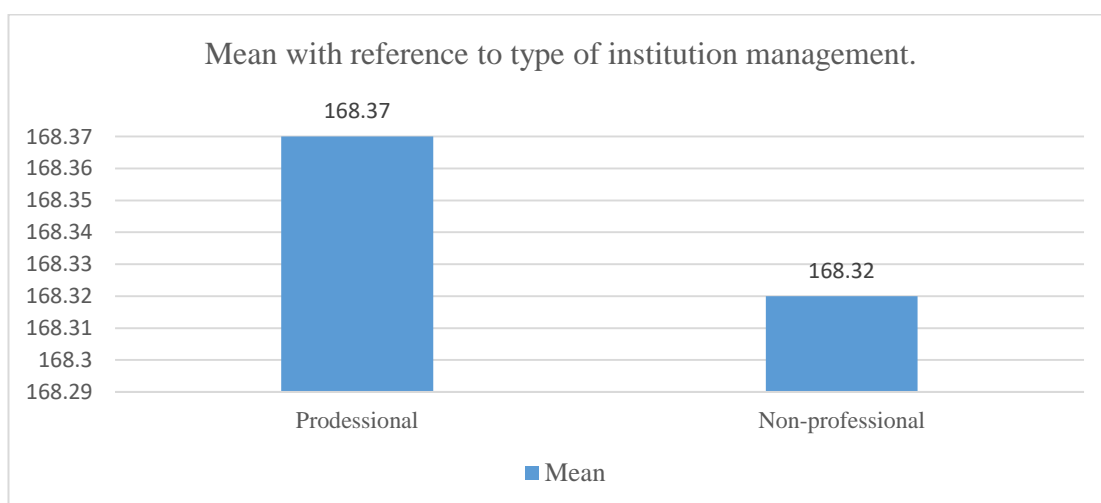
Table: 4.3.0

Comparison of job satisfaction between teachers working in professional and non-professional institution

| Type of institution | N | Mean | SD | df | t-value | Level of significance |
|---------------------|-----|--------|-------|-----|---------|-----------------------|
| Professional | 108 | 168.37 | 15.75 | 446 | 0.02 | Not Significant |
| Non-Professional | 340 | 168.32 | 15.08 | | | |

Fig:4.3.0

Comparison of job satisfaction between teachers working in professional and non-professional institution



As postulated in the table no.4.3, the mean score of teachers from professional institutions is 168.37 and standard deviation is 15.75 while the mean and standard deviation of teachers from non-professional institutions is 168.32 and 15.08 respectively. The 't' value representing the significance of the difference in job satisfaction between teachers working in professional and non-professional institution is 0.02. Since the calculated 't' value is lower than the critical 't' values at the 0.01 and 0.05 significance levels, it can be concluded that there is no substantial difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to type of institution.

Therefore, the null hypothesis that, “There is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.” is accepted. It can be concluded that teachers from professional and non-professional institutions do not differ significantly in their job satisfaction as the two groups do not exhibit significant differences at the 0.01 and 0.05 levels of confidence.

The finding implies that teachers from professional and non-professional institutions i.e. type of institution is not a differentiating factor regarding job satisfaction.

4.4.0 Objective No.4: To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.

To evaluate the level of professional commitment of teachers in colleges affiliated to Mizoram University, the researcher utilized the Professional Commitment Scale for Teachers (PCST-KRB) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar. The investigator made use of the established specific norms tailored by the tool developer to differentiate the current population under investigation. The norms utilized were not altered nor modified as the sample studied follow the same UGC regulations in all aspect compared to other parts of the country and the demographic variables under study such as gender, age, teaching experience, marital status and educational qualification on professional

commitment do not necessarily differ due to geographical nor other aspect from other parts of the country.

The raw scores of all 448 college teachers were transformed into z-score. Based on the range of z-score, the level of professional commitment was classified into 7 levels. These levels were further classified into grades as well and was utilized for interpretation of the present study as depicted in the following table no. 4.4.

Table: 4.4.0
Level of professional commitment of teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 197 and above | +2.01 and above | Extremely High Commitment | 6 | 1.34 |
| 2 | 187 to 196 | +1.26 to +2.00 | High Commitment | 44 | 9.82 |
| 3 | 176 to 186 | +0.51 to +1.25 | Above Average Commitment | 90 | 20.09 |
| 4 | 161 to 175 | -0.50 to +0.50 | Average Commitment | 179 | 39.96 |
| 5 | 152 to 160 | -0.51 to -1.25 | Below Average Commitment | 76 | 16.96 |
| 6 | 138 to 151 | -1.26 to -2.00 | Low Commitment | 41 | 9.15 |
| 7 | 137 and below | -2.01 and below | Extremely Low Commitment | 12 | 2.68 |
| Total | | | | 448 | 100 |

Fig: 4.4.0
Level of professional commitment of teachers



As posited in table 4.4, it can be seen that 6 teachers (1.34%) have extremely high professional commitment. While 44 teachers (9.82%) have high commitment there are 90 teachers (20.09%), who have above average commitment. 179 teachers i.e. 39.96% fall under average professional commitment. Below average commitment is occupied by 76 teachers i.e. 16.96% followed by 41 low commitment teachers i.e. 9.15%. Minimum level of commitment is occupied by 12 teachers i.e. 2.68% who have extremely low commitment.

To attain better understanding and in-depth knowledge about the samples, with reference to different demographic variables, the level of job satisfaction has been evaluated as depicted below:

4.4.1 Level of professional commitment of female teachers in colleges affiliated to Mizoram University.

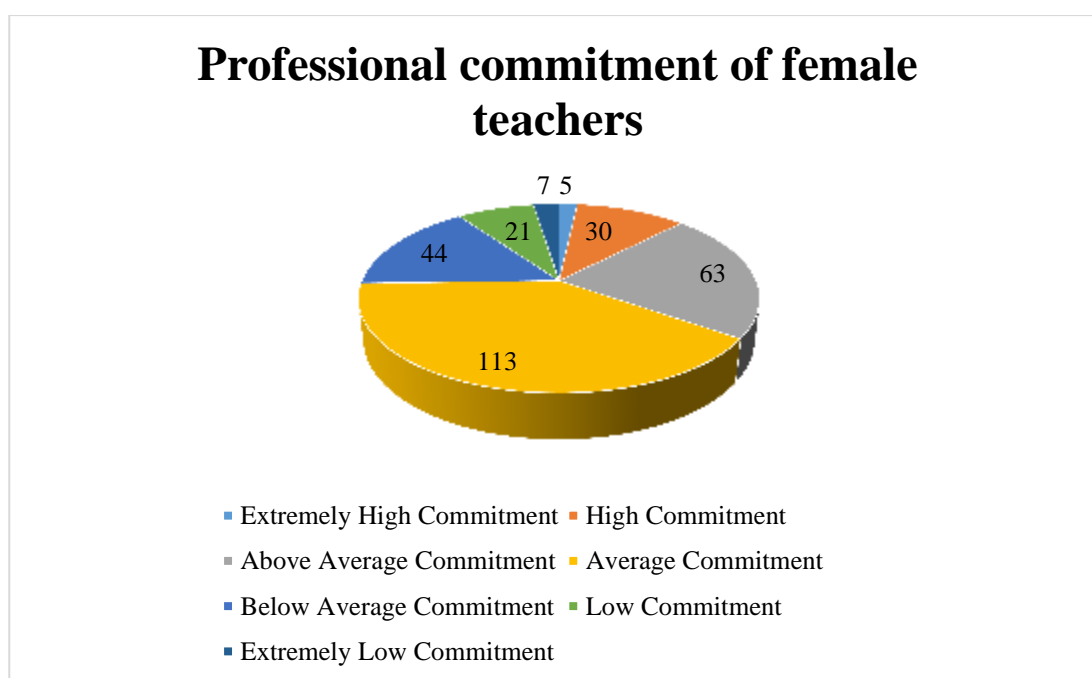
The level of professional commitment of 283 female teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the

range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.1

Table: 4.4.1
Level of professional commitment of female teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 197 and above | +2.01 and above | Extremely High Commitment | 5 | 1.77 |
| 2 | 187 to 196 | +1.26 to +2.00 | High Commitment | 30 | 10.60 |
| 3 | 176 to 186 | +0.51 to +1.25 | Above Average Commitment | 63 | 22.26 |
| 4 | 161 to 175 | -0.50 to +0.50 | Average Commitment | 113 | 39.93 |
| 5 | 152 to 160 | -0.51 to -1.25 | Below Average Commitment | 44 | 15.55 |
| 6 | 138 to 151 | -1.26 to -2.00 | Low Commitment | 21 | 7.42 |
| 7 | 139 and below | -2.01 and below | Extremely Low Commitment | 7 | 2.47 |
| Total | | | | 283 | 100 |

Fig: 4.4.1
Level of professional commitment of female teachers



As postulated in table 4.4.1, it can be seen that among 283 teachers, 5(1.77%) teachers have extremely high professional commitment. Whereas, 30 teachers (10.60%) have high commitment and 63 teachers (22.26%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 113 teachers which is 39.93%, while 44 (15.55%) teachers have below average commitment. There are 21 low committed teachers and 7 teachers who have extremely low commitment.

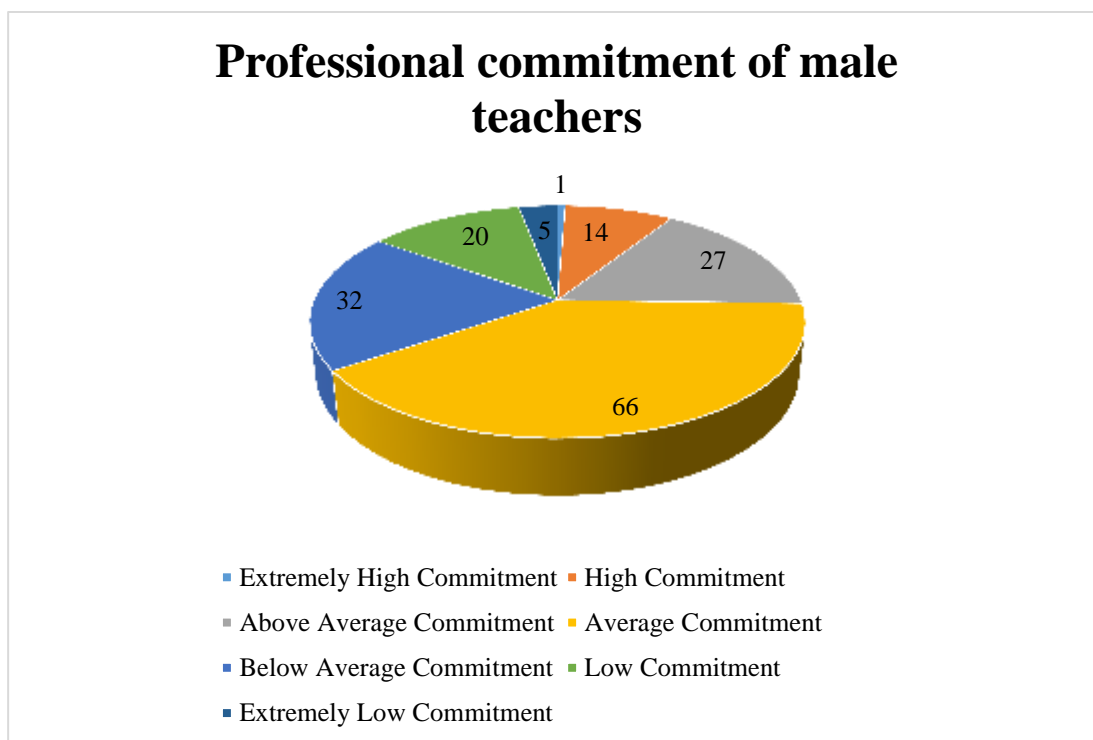
4.4.2 Level of professional commitment of male teachers in colleges affiliated to Mizoram University.

The level of professional commitment of 165 male teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.2

Table: 4.4.2
Level of professional commitment of male teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|----------------|---------------------------|-------------------------|---|------------------------|-----------------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 1 | 0.61 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 14 | 8.48 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 27 | 16.36 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 66 | 40.00 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 32 | 19.39 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 20 | 12.12 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 5 | 3.03 |
| Total | | | | 165 | 100 |

Fig: 4.4.2
Level of professional commitment of male teachers



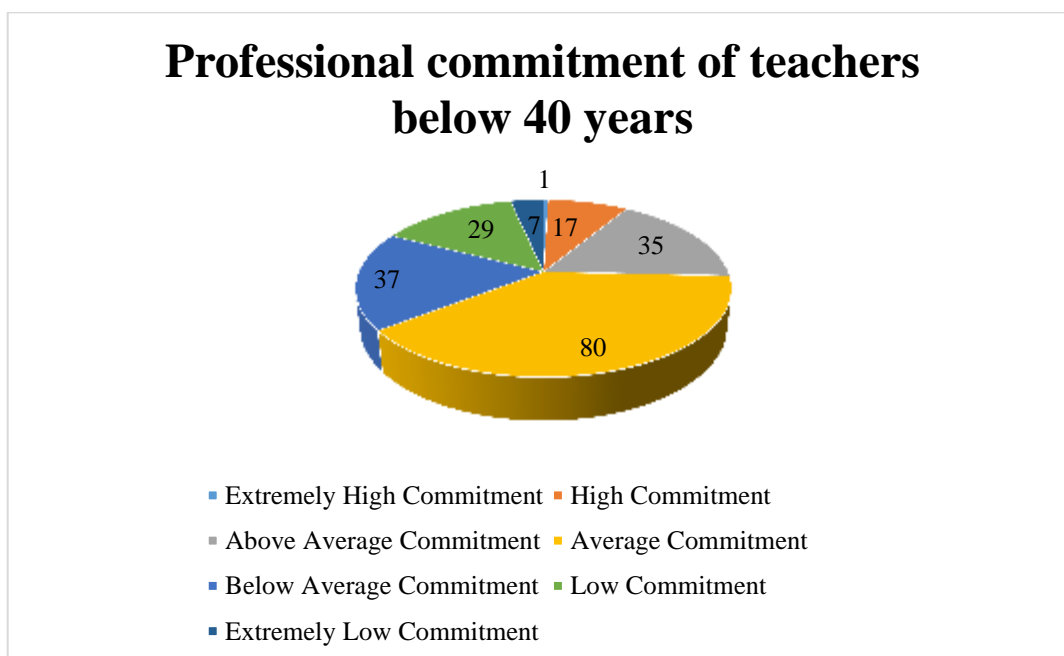
From the analysis of table 4.4.2, it can be seen that among 165 teachers, 1(0.61%) teacher have extremely high professional commitment and 14 teachers (8.48%) have high commitment and 27 teachers (16.36%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 66 teachers which is 40%, while 32 (19.39%) teachers have below average commitment. There are 20 low committed teachers and 5 teachers who have extremely low commitment.

4.4.3 Level of professional commitment of teachers below 40 years of age in colleges affiliated to Mizoram University.

The level of professional commitment of 206 teachers below 40 years of age in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.3

Table: 4.4.3**Level of professional commitment of teachers below 40 years of age**

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 1 | 0.49 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 17 | 8.25 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 35 | 16.99 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 80 | 38.83 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 37 | 17.96 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 29 | 14.08 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 7 | 3.40 |
| Total | | | | 206 | 100 |

Figure: 4.4.3**Level of professional commitment of teachers below 40 years of age**

From the examination of table 4.4.3 it can be seen that among 206 teachers, 1(0.49%) teacher have extremely high professional commitment and 17 teachers

(8.25%) have high commitment and 35 teachers (16.99%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 80 teachers which is 38.83% of the population, while 37 (17.96%) teachers have below average commitment. There are 29 low committed teachers and 7 teachers who have extremely low commitment.

4.4.4 Level of professional commitment of teachers 40 and above years of age in colleges affiliated to Mizoram University.

This analysis explores the level of professional commitment of 242 teachers 40 and above years of age in colleges affiliated to Mizoram University based on the collected data and hence their representation in different levels is presented in terms of percentage which are as follows:

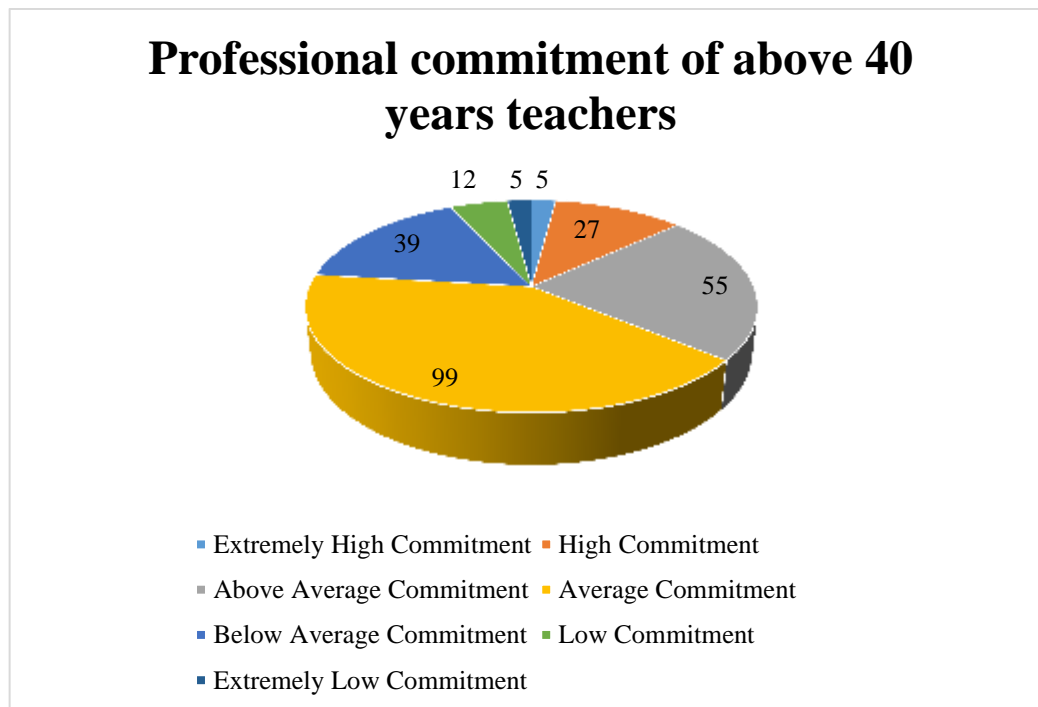
Table: 4.4.4

Level of professional commitment of teachers 40 and above years of age

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|----------------|---------------------------|--------------------------|---|------------------------|-----------------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 5 | 2.07 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 27 | 11.16 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 55 | 22.73 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 99 | 40.91 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 39 | 16.12 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 12 | 4.96 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 5 | 2.07 |
| Total | | | | 242 | 100 |

Figure: 4.4.4

Level of professional commitment of teachers 40 and above years of age



As postulated in table 4.4.4, it can be seen that among 242 teachers, 5(2.07%) teacher have extremely high professional commitment and 27 teachers (11.16%) have high commitment and 55 teachers (22.73%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 99 teachers which is 40.91% of the population, while 39 (16.12%) teachers have below average commitment. There are 12 low committed teachers and 5 teachers who have extremely low commitment.

4.4.5 Level of professional commitment of teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University.

The level of professional commitment of 193 teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.5

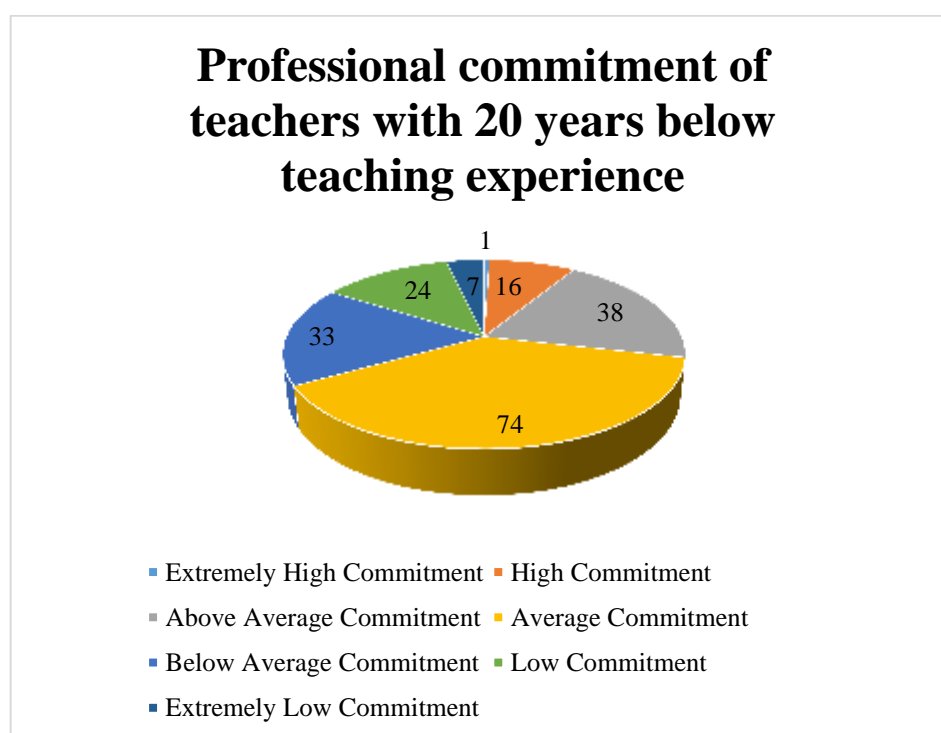
Table:4.4.5

Level of professional commitment of teachers with below 10 years teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 1 | 0.52 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 16 | 8.29 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 38 | 19.69 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 74 | 38.34 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 33 | 17.10 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 24 | 12.44 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 7 | 3.63 |
| Total | | | | 193 | 100 |

Fig:4.4.5

Level of professional commitment of teachers with below 10 years teaching experience



Perusal of table 4.4.5, it can be seen that among 193 teachers, 1(0.52%) teacher have extremely high professional commitment and 16 teachers (8.29%) have high commitment and 38 teachers (19.69%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 74 teachers which is 38.34% of the population, while 33 (17.10%) teachers have below average commitment. There are 24 low committed teachers and 7 teachers who have extremely low commitment.

4.4.6 Level of professional commitment of teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University.

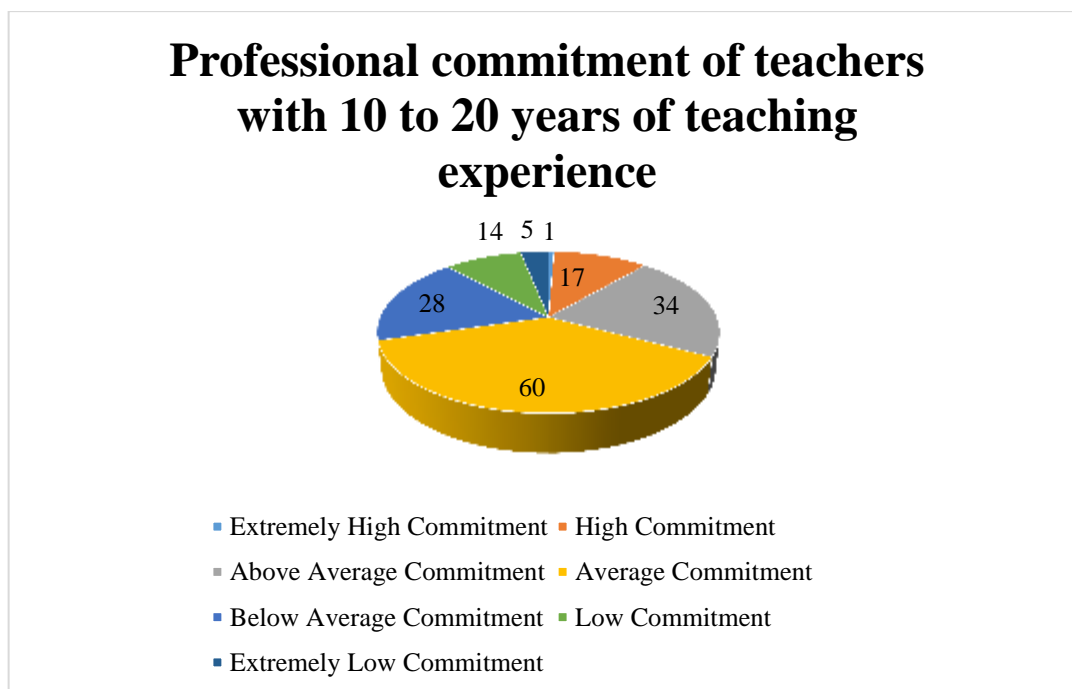
The level of professional commitment of 159 teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.6

Table:4.4.6
Level of professional commitment of teachers with 10 to 20 years of teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 1 | 0.63 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 17 | 10.69 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 34 | 21.38 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 60 | 37.74 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 28 | 17.61 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 14 | 8.81 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 5 | 3.14 |
| Total | | | | 159 | 100 |

Fig:4.4.6

Level of professional commitment of teachers with 10 to 20 years of teaching experience



From the examination of table 4.4.6, it can be seen that among 159 teachers, 1(0.63%) teacher have extremely high professional commitment and 17 teachers (10.69%) have high commitment and 34 teachers (21.38%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 60 teachers which is 37.74% of the population, while 28 (17.61%) teachers have below average commitment. There are 14 low committed teachers and 5 teachers who have extremely low commitment.

4.4.7 Level of professional commitment of teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University.

The level of professional commitment of 96 teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.7

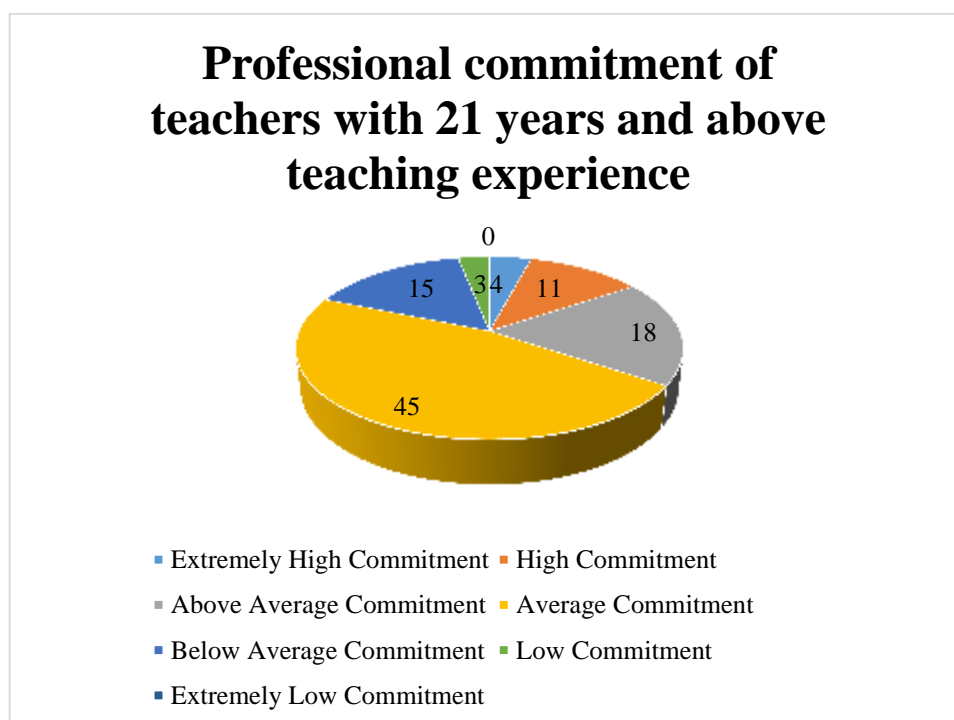
Table:4.4.7

Level of professional commitment of teachers with 21 years and above teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 4 | 4.17 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 11 | 11.46 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 18 | 18.75 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 45 | 46.88 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 15 | 15.63 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 3 | 3.13 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 0 | 0.00 |
| Total | | | | 96 | 100 |

Fig:4.4.7

Level of professional commitment of teachers with 21 years and above teaching experience



As postulated in table 4.4.7, it can be seen that among 96 teachers, 4(4.17%) teachers have extremely high professional commitment and 11 teachers (11.46%) have high commitment and 18 teachers (18.75%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 45 teachers which is 46.88% of the population. 15 (15.63%) teachers have below average commitment. There are 3 low committed teachers and no teachers are extremely low committed.

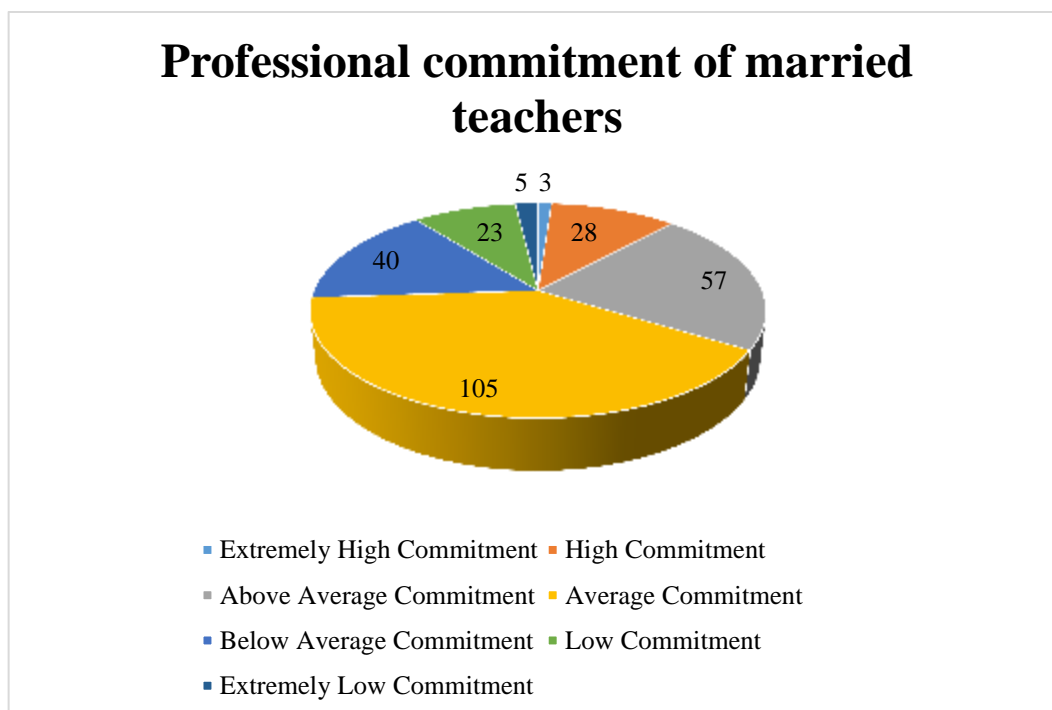
4.4.8 Level of professional commitment of married teachers in colleges affiliated to Mizoram University.

This analysis explores the level of professional commitment of 261 married teachers in colleges affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.4.8:

Table: 4.4.8

Level of professional commitment of married teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 3 | 1.15 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 28 | 10.73 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 57 | 21.84 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 105 | 40.23 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 40 | 15.33 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 23 | 8.81 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 5 | 1.92 |
| Total | | | | 261 | 100 |

Fig: 4.4.8**Level of professional commitment of married teachers**

From the precise examination of table 4.4.8, it can be seen that among 261 teachers, 3(1.15%) teacher have extremely high professional commitment and 28 teachers (10.73%) have high commitment and 57 teachers (21.84%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 105 teachers which is 40.23% of the population, while 40 (15.33%) teachers have below average commitment. There are 23 low committed teachers and 5 teachers who have extremely low commitment.

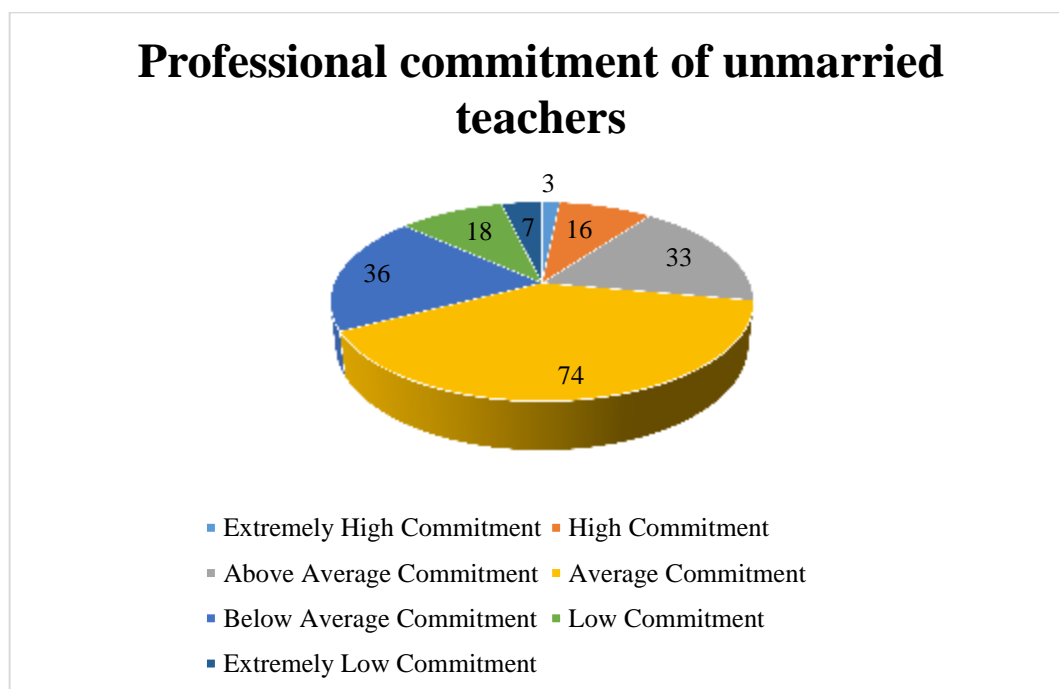
4.4.9 Level of professional commitment of unmarried teachers in colleges affiliated to Mizoram University.

The level of professional commitment of 187 unmarried teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.9

Table: 4.4.9
Level of professional commitment of unmarried teachers

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 3 | 1.60 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 16 | 8.56 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 33 | 17.65 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 74 | 39.57 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 36 | 19.25 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 18 | 9.63 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 7 | 3.74 |
| Total | | | | 187 | 100 |

Fig: 4.4.9
Level of professional commitment of unmarried teachers



From the analysis of table 4.4.9, it can be seen that among 187 teachers, 3(1.60%) teachers have extremely high professional commitment and 16 teachers (8.56%) have high commitment and 33 teachers (17.65%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 74 teachers which is 39.57% of the population, while 36 (19.25%) teachers have below average commitment. There are 18 low committed teachers and 7 teachers who have extremely low commitment.

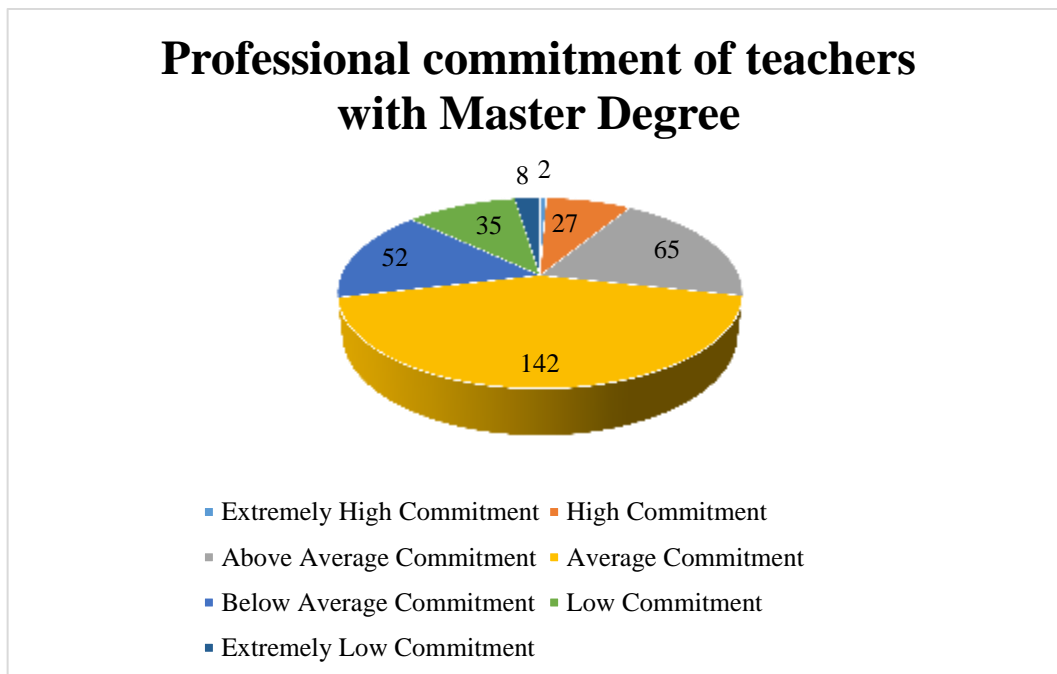
4.4.10 Level of professional commitment of teachers with Master Degree in colleges affiliated to Mizoram University.

This analysis explores the level of professional commitment of 331 teachers with Master Degree in colleges affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.4.10:

Table: 4.4.10

Level of professional commitment of teachers with Master Degree

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|----------------|---------------------------|--------------------------|---|------------------------|-----------------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 2 | 0.60 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 27 | 8.16 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 65 | 19.64 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 142 | 42.90 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 52 | 15.71 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 35 | 10.57 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 8 | 2.42 |
| Total | | | | 331 | 100 |

Fig: 4.4.10**Level of professional commitment of teachers with Master Degree**

From the analysis of table 4.4.10, it can be seen that among 331 teachers, 2(0.60%) teachers have extremely high professional commitment and 27 teachers (8.16%) have high commitment and 65 teachers (19.64%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 142 teachers which is 42.90% of the population, while 52 (15.71%) teachers have below average commitment. There are 35 low committed teachers and 8 teachers who have extremely low commitment.

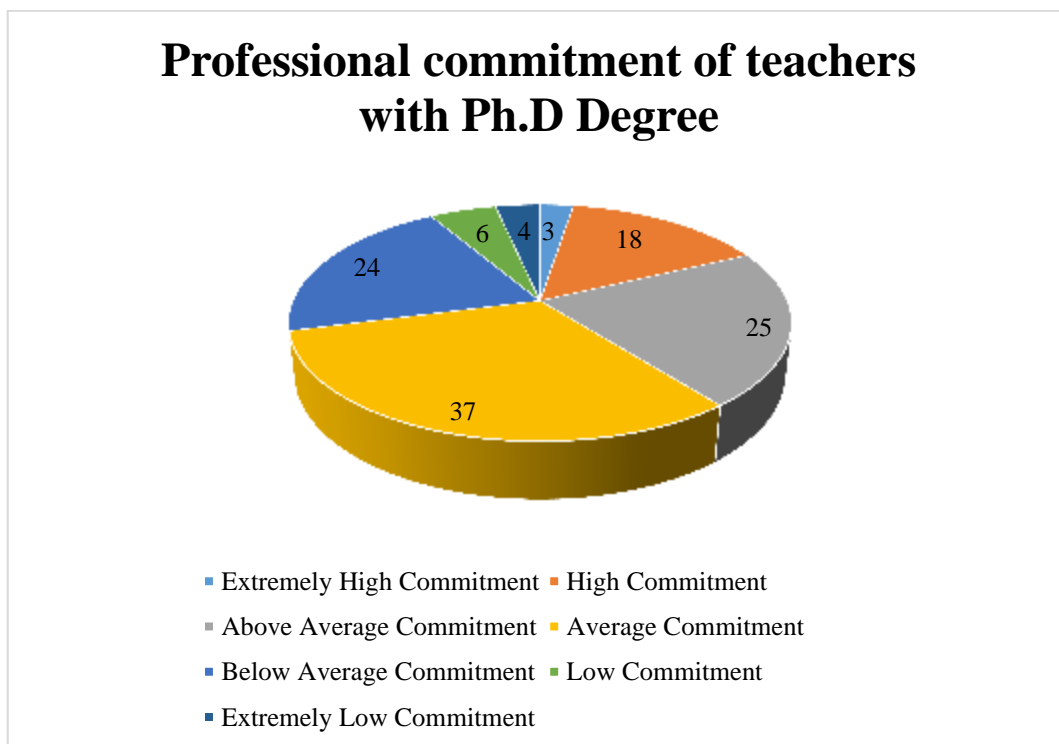
4.4.11 Level of professional commitment of teachers with Ph.D Degree in colleges affiliated to Mizoram University.

The level of professional commitment of 117 teachers with Ph.D Degree in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.4.11

Table:4.4.11
Level of professional commitment of teachers with Ph.D Degree

| Sl. No. | Range of Raw Score | Range of Z-score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 3 | 2.56 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 18 | 15.38 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 25 | 21.37 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 37 | 31.62 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 24 | 20.51 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 6 | 5.13 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 4 | 3.42 |
| Total | | | | 117 | 100 |

Fig:4.4.11
Level of professional commitment of teachers with Ph.D Degree



From the examination of table 4.4.11, it can be seen that among 117 teachers, 3(2.56%) teachers have extremely high professional commitment and 18 teachers (15.38%) have high commitment and 25 teachers (21.37%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 37 teachers which is 31.62% of the population. 24 (20.51%) teachers have below average commitment. There are 6 low committed teachers and 4 teachers who have extremely low commitment.

4.4.12 Level of professional commitment of teachers working in non-professional institution affiliated to Mizoram University.

This analysis explores the level of professional commitment of 340 teachers working in non- professional institution affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.4.12:

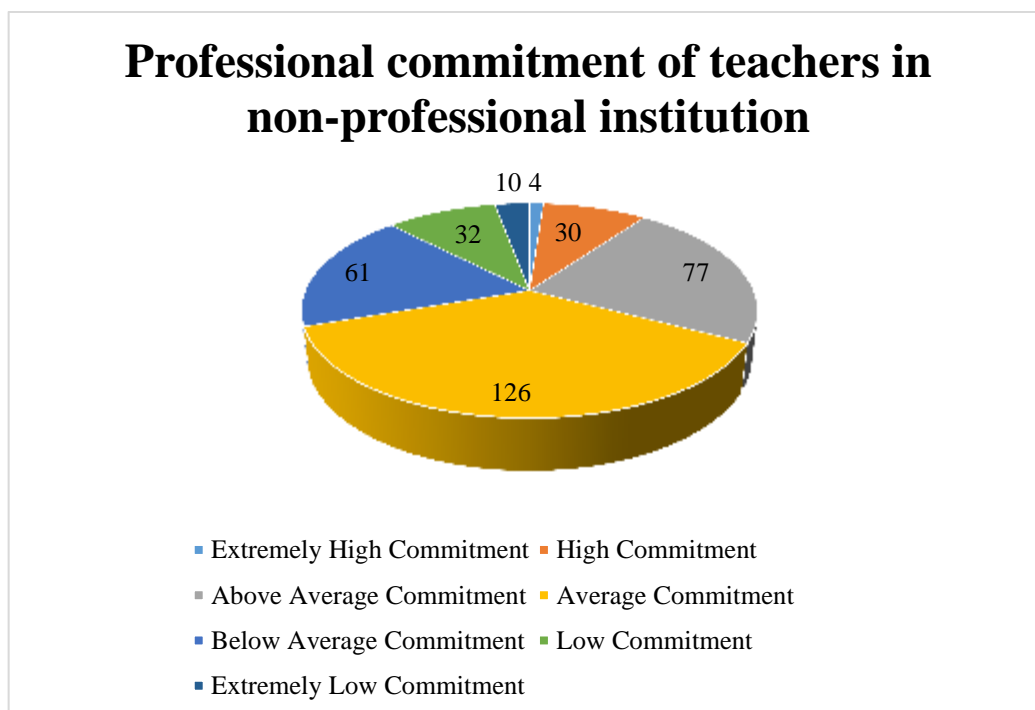
Table:4.4.12

Level of professional commitment of teachers in non-professional institution

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|----------------|---------------------------|--------------------------|---|------------------------|-----------------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 4 | 1.18 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 30 | 8.82 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 77 | 22.65 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 126 | 37.06 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 61 | 17.94 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 32 | 9.41 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 10 | 2.94 |
| Total | | | | 340 | 100 |

Fig:4.4.12

Level of professional commitment of teachers in non-professional institution



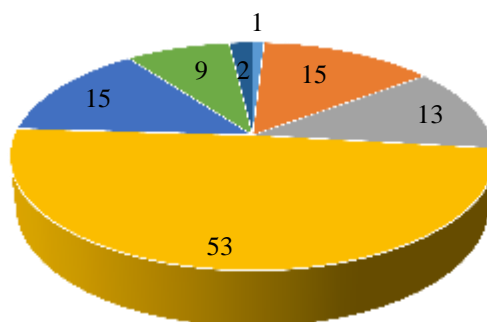
As postulated in table 4.4.12, it can be seen that among 340 teachers, 4 (1.18%) teachers have extremely high professional commitment and 30 teachers (8.82%) have high commitment and 77 teachers (22.65%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 126 teachers which is 36.06% of the population, while 61 (17.94%) teachers have below average commitment. There are 32 low committed teachers and 10 teachers who have extremely low commitment.

4.4.13 Level of professional commitment of teachers working in professional institution affiliated to Mizoram University.

The level of professional commitment of 108 teachers working in professional institution affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of professional commitment was classified into 7 levels as shown in the following table no 4.1.13

Table:4.4.13**Level of professional commitment of teachers in non-professional institution**

| Sl. No. | Range of Raw Score | Range of Z- score | Level of Professional Commitment | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|----------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | Extremely High Commitment | 1 | 0.93 |
| 2 | 120 to 140 | +1.26 to +2.00 | High Commitment | 15 | 13.89 |
| 3 | 99 to 119 | +0.51 to +1.25 | Above Average Commitment | 13 | 12.04 |
| 4 | 70 to 98 | -0.50 to +0.50 | Average Commitment | 53 | 49.07 |
| 5 | 49 to 69 | -0.51 to -1.25 | Below Average Commitment | 15 | 13.89 |
| 6 | 28 to 48 | -1.26 to -2.00 | Low Commitment | 9 | 8.33 |
| 7 | 27 and below | -2.01 and below | Extremely Low Commitment | 2 | 1.85 |
| Total | | | | 108 | 100 |

Fig:4.4.13**Level of professional commitment of teachers in professional institution****Professional commitment of teachers in professional institution**

- Extremely High Commitment ■ High Commitment
- Above Average Commitment ■ Average Commitment
- Below Average Commitment ■ Low Commitment
- Extremely Low Commitment

From the analysis of table 4.4.12, it can be seen that among 108 teachers, 1 (0.93%) teacher have extremely high professional commitment and 15 teachers (13.89%) have high commitment and 13 teachers (12.04%) have above average commitment. It can be seen that majority of the teachers have average commitment i.e. 53 teachers which is 49.07% of the population, while 15 (13.89%) teachers have below average commitment. There are 9 low committed teachers and 2 teachers who have extremely low commitment.

4.5.0 Objective 5: To compare the significance difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

The study compares the professional commitment of all the teachers, considering their gender, age, teaching experience, marital status and educational qualification as a factor. To do this, the investigator calculated the mean, standard deviation and calculated a 't' test to evaluate differences in the means. The results of this analysis are presented in the different tables provided below;

Hypothesis No. 3: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

To attain accurate result, the independent variables - gender, age, teaching experience, marital status and educational qualification with reference to professional commitment was tested separately as shown in the tables below;

4.5.1 To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to gender.

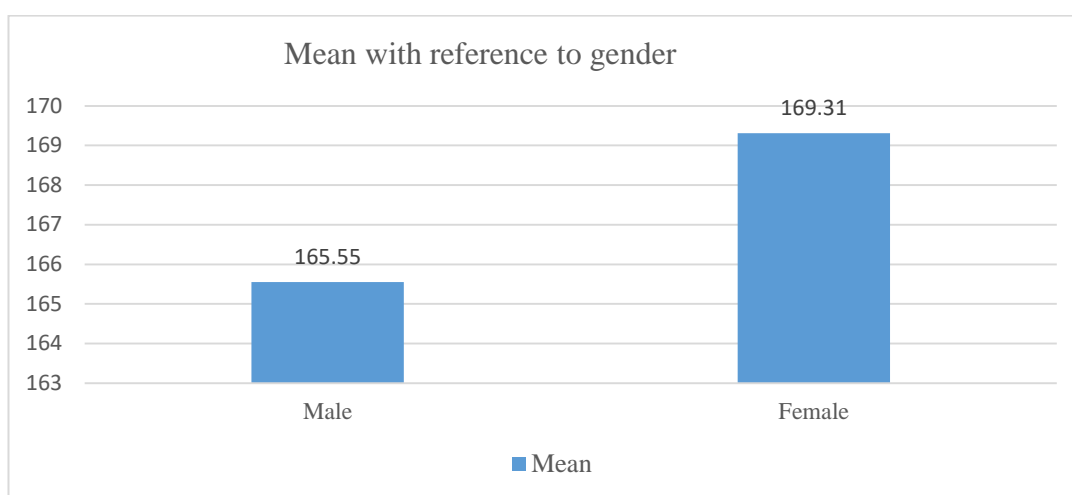
Male and female teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their job satisfaction. The mean, standard deviation and t-test were calculated and presented in the table below:

Hypothesis No.3 A: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender.

Table:4.5.1
Comparison of professional commitment with reference to gender

| Gender | N | Mean | SD | df | t-value | Level of significance |
|--------|-----|--------|-------|-----|---------|-----------------------|
| Male | 165 | 165.55 | 14.35 | 446 | 2.66 | Significant |
| Female | 283 | 169.31 | 14.42 | | | |

Fig:4.5.1
Comparison of professional commitment with reference to gender



A perusal of table no.4.5.1 depicts that the mean score of males is 165.55 and standard deviation is 14.35 while the mean and standard deviation of female teachers is 169.31 and 14.42 respectively. The calculated t-value is 2.66 which is higher than the critical value at 0.01 (i.e. 2.626) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender” is rejected. It can be concluded that male and female teachers differ significantly in their professional commitment. It can be suggested that as the mean score of female teachers is slightly higher than that of their male counterparts, they possess higher commitment towards their profession.

The finding implies that gender (male and female) can be a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

4.5.2 To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to age.

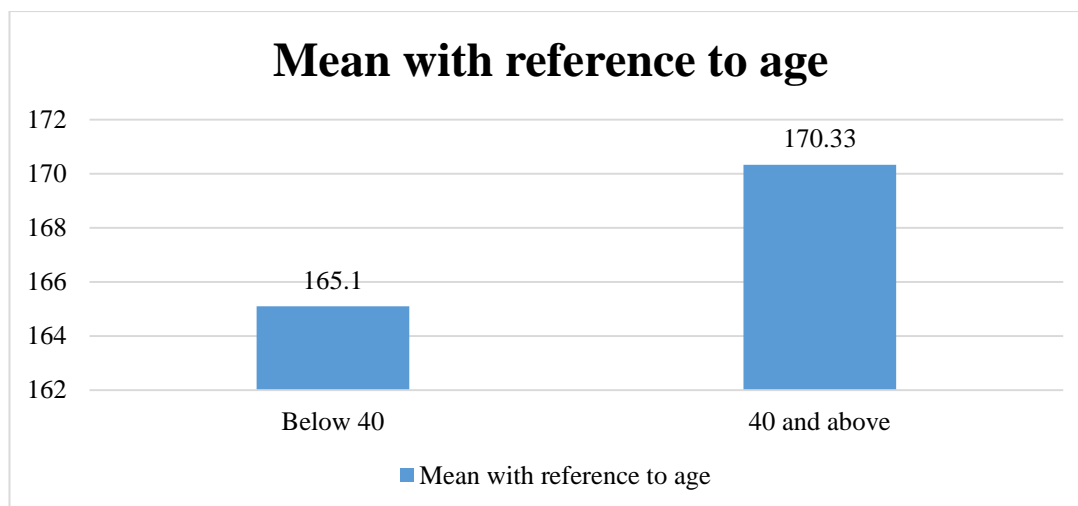
To find out the difference in the professional commitment of teachers in colleges affiliated to Mizoram University with reference to age, t-test was used to compare the two groups. Table no. 4.5.2 represent the difference between the two groups.

Hypothesis No. 3 B: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to age.

Table:4.5.2
Comparison of professional commitment with reference to age

| Age | N | Mean | SD | df | t-value | Level of significance |
|--------------|-----|--------|-------|-----|---------|-----------------------|
| Below 40 | 206 | 165.10 | 15.05 | 446 | 3.8 | Significant |
| 40 and above | 242 | 170.33 | 13.57 | | | |

Fig:4.5.2
Comparison of professional commitment with reference to age



As postulated in table:4.5.2, the mean score of teachers below 40 years is 165.10 and standard deviation is 15.05 while the mean and standard deviation of teachers 40 and above years is 170.33 and 13.57 respectively. The calculated t-value is 3.8 which is more than the critical value at 0.01 (i.e. 2.626) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to age” is rejected. It can be concluded teachers with respect to their age differ significantly in their professional commitment. The mean score of female teachers is slightly higher than that of their male counterparts which suggest that female have higher professional commitment than male.

The finding implies that age can be the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

4.5.3 To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to teaching experience.

To compare professional commitment of teachers in colleges affiliated to Mizoram University with reference to teaching experience, ANOVA was deployed as the demographic variable consisted of three variances. The table below shows the result of the comparison executed;

Hypothesis No. 3 C: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience.

Table: 4.5.3(a)

Comparison of professional commitment with reference to teaching experience

| Source of Variance | df | Sum of Square | Mean Square | F-ratio | Level of significance |
|---------------------------|-----------|----------------------|--------------------|----------------|------------------------------|
| Between Set | 2 | 2673.12 | 1336.56 | 6.51 | Significant |
| Within Set | 445 | 91256.59 | 205.07 | | |

According to the data availed from the table: 4.5.3(a), the mean square between set is 1336.56 and within set is 205.07. The sum of square between set and within set is 2673.12 and 91256.59 respectively. The calculated f-ratio is 6.52 which is more than the critical value at 0.01 (i.e. 4.82) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram

University with reference to teaching experience” is rejected. It can be concluded teachers with respect to teaching experience differ significantly in their professional commitment.

Since the level of significant is found to be significant. T- test is further calculated:

- (i) **Comparison of professional commitment between below 10 years of teaching experience and 10 to 20 years of teaching experience.**

Table: 4.5.3(b)

Comparison of professional commitment between below 10 years of teaching experience and 10 to 20 years of teaching experience

| Teaching Experience | N | Mean | SD | df | t-value | Level of significance |
|----------------------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| Below 10 years | 193 | 165.78 | 15.16 | 350 | 1.35 | Not Significant |
| 10 to 20 years | 159 | 167.93 | 14.28 | | | |

As apparent in table: 4.5.3(b), the mean score of teachers with below 10 years teaching experience is 165.78 and standard deviation is 15.16 while the mean and standard deviation of teachers with 10 to 20 years teaching experience is 167.93 and 14.28 respectively. The calculated t-value is 1.35 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience” is accepted. It can be concluded that teachers with below 10 years teaching experience and teachers with 10 to 20 years’ experience do not differ significantly in their professional commitment.

The finding implies that teaching experience is not the differentiating factor regarding professional commitment among teachers in in colleges affiliated to Mizoram University.

(ii) **Comparison of professional commitment between below 10 years of teaching experience and 21 years and above of teaching experience.**

Table: 4.5.3(c)

Comparison of professional commitment between below 10 years of teaching experience and 21 years and above of teaching experience

| Teaching Experience | N | Mean | SD | df | t-value | Level of significance |
|----------------------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| Below 10 years | 193 | 165.78 | 15.16 | 287 | 3.6 | Significant |
| 21 years and above | 96 | 172.23 | 12.50 | | | |

Thorough examination of the data in the table: 4.5.3I, the mean score of teachers with below 10 years teaching experience is 165.78 and standard deviation is 15.16 while the mean and standard deviation of teachers with 21 years and above teaching experience is 172.23 and 12.50 respectively. The calculated t-value is 3.6 which is higher than the critical value at 0.01 (i.e. 2.626) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience” is rejected. It can be concluded that teachers with below 10 years teaching experience and teachers with 21 years and above experience differ significantly in their professional commitment.

The finding implies that teaching experience can be the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

- (iii) **Comparison of professional commitment between 10 to 20 years of teaching experience and 21 years and above teaching experience.**

Table:4.5.3(d)

Comparison of professional commitment between 10 to 20 years of teaching experience and 21 years and above of teaching experience

| Teaching Experience | N | Mean | SD | df | t-value | Level of significance |
|----------------------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| 10 to 20 years | 159 | 167.93 | 14.28 | 253 | 2.44 | Significant at 0.05 |
| 21 years and above | 96 | 172.23 | 12.50 | | | |

From the analysis of table: 4.5.3(d), the mean score of teachers with 10 to 20 years teaching experience is 167.93 and standard deviation is 14.28 while the mean and standard deviation of teachers with 21 years and above teaching experience is 172.23 and 12.50 respectively. The calculated t-value is 2.44 which is higher than the critical value at 0.05 (i.e. 1.984) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience” is rejected. It can be concluded that teachers with 10 to 20 years teaching experience and teachers with 21 years and above experience differ significantly in their professional commitment. However, as the mean of teachers with 21 years and above is higher as compared to both groups as depicted in table 4.5.3 (c) & 4.5.3 (d), therefore, we can assume that they have higher commitment to their profession as compared to the other two set of teachers.

The finding implies that teaching experience can be the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

4.5.4 To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to marital status.

Married and unmarried teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their professional commitment. The mean, standard deviation and t-test were calculated and presented in the table below:

Hypothesis No. 3 D: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to their marital status.

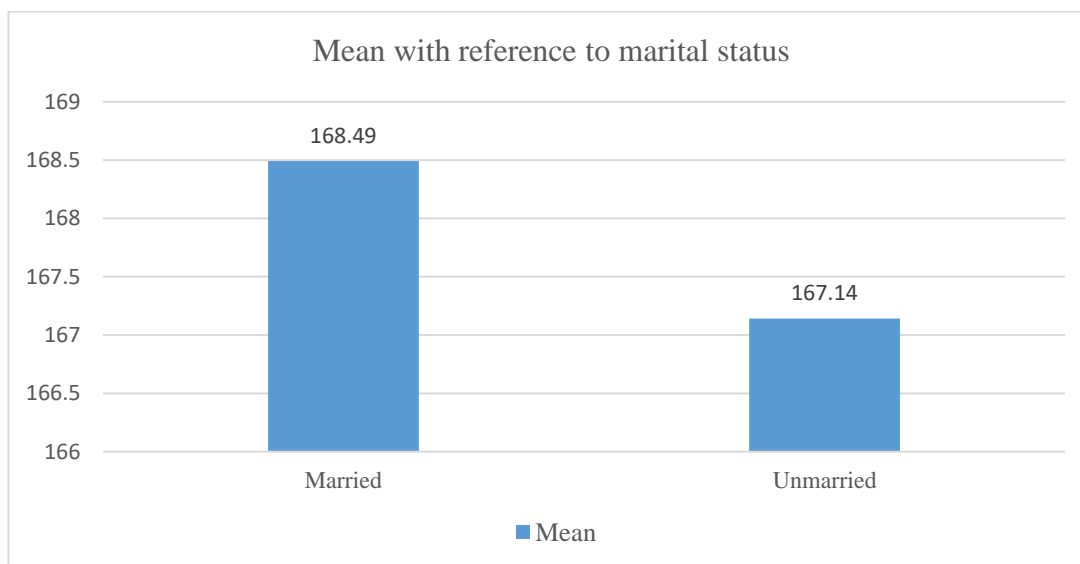
Table: 4.5.4

Comparison of professional commitment with reference to marital status

| Age | N | Mean | SD | df | t-value | Level of significance |
|-----------|-----|--------|-------|-----|---------|-----------------------|
| Married | 261 | 168.49 | 14.33 | 446 | 0.96 | Not Significant |
| Unmarried | 187 | 167.14 | 14.71 | | | |

Fig: 4.5.4

Comparison of professional commitment with reference to marital status



As per the examination undertaken from the table:4.5.5, the mean score of married teachers is 168.49 and standard deviation is 14.33 while the mean and standard deviation of unmarried teachers is 167.14 and 14.71 respectively. The

calculated t-value is 0.96 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to marital status” is accepted. It can be concluded teachers with respect to their marital status do not differ significantly in their professional commitment.

The finding implies that marital status is not the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

4.5.5 To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to educational qualification.

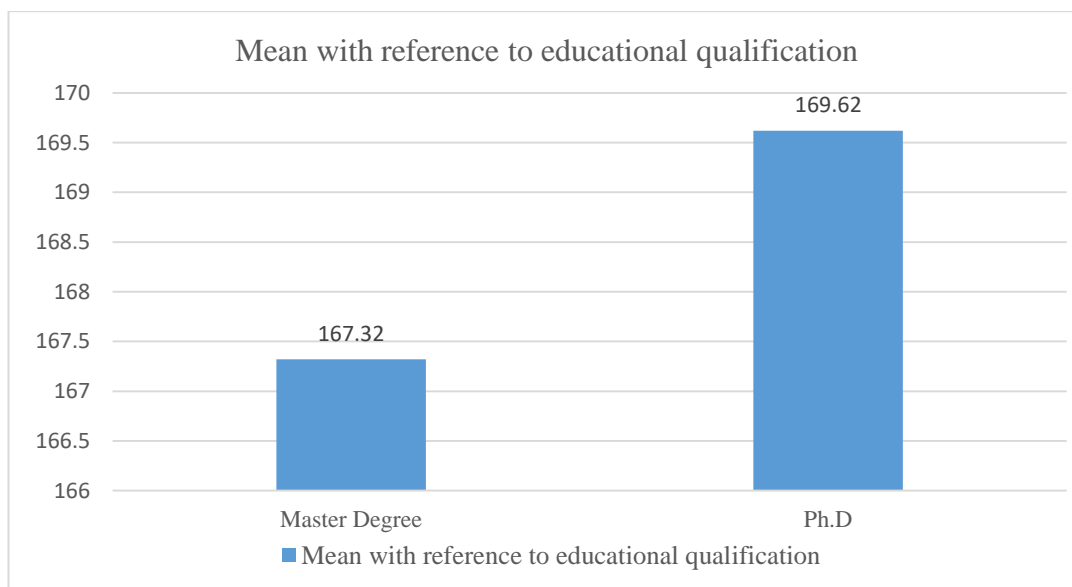
To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to educational qualification, the mean difference between the two groups was tested using t- test. The following table shows the comparison of teachers with master degree and Ph.D towards professional commitment

Hypothesis No.3 E: There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

Table: 4.5.5
Comparison of professional commitment with reference to educational qualification

| Age | N | Mean | SD | df | t-value | Level of significance |
|---------------|-----|--------|-------|-----|---------|-----------------------|
| Master Degree | 331 | 167.32 | 13.76 | 446 | 1.47 | Not Significant |
| Ph.D | 117 | 169.62 | 16.33 | | | |

Fig: 4.5.5
Comparison of professional commitment with reference to educational qualification



In the analysis of the above table:4.5.5, the mean score of teachers with master degree is 167.32 and standard deviation is 13.76 while the mean and standard deviation of teachers with Ph.D is 169.62 and 16.33 respectively. The calculated t-value is 1.47 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to educational qualification” is accepted. It can be concluded teachers with respect to their educational qualification do not differ significantly in their professional commitment. However, it can be assumed from the figure 4.5.6 that teachers with Ph.D degree have a higher professional commitment as compared to their counterpart.

The finding implies that educational qualification is not a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

4.6.0 Objective 6: To compare the difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study examined the level of professional commitment between teachers working in professional and non-professional affiliated colleges of Mizoram University. To do this, the researcher calculated the mean and standard deviation of the scores and conducted a 't' test to assess differences in the means. The results of this analysis are presented in the tables provided.

Hypothesis No.4: There is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

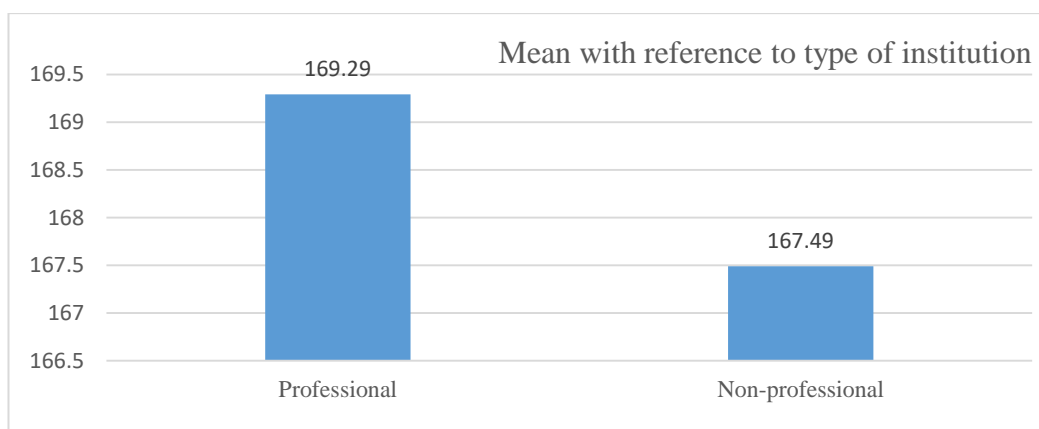
Table: 4.6.0

Comparison of professional commitment between professional and non-professional institution

| Type of Institution | N | Mean | SD | df | t-value | Level of significance |
|---------------------|-----|--------|-------|-----|---------|-----------------------|
| Professional | 108 | 169.29 | 13.64 | 446 | 1.12 | Not Significant |
| Non-Professional | 340 | 167.49 | 14.74 | | | |

Table: 4.6.0

Comparison of professional commitment between professional and non-professional institution



Careful analysis of the table:4.6 depicts that the mean score of teachers working in professional institutions is 169.29 and standard deviation is 13.64 while

the mean and standard deviation of teachers working in non-professional institutions is 167.49 and 14.74 respectively. The calculated t-value is 1.12 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University” is accepted. It can be concluded that teachers working in professional and non-professional institutions do not differ significantly in their professional commitment.

The finding implies that teachers working in professional and non-professional institutions i.e. type of institution is not a differentiating factor regarding professional commitment.

4.7.0 Objective 7: To find out the level of burnout teachers in colleges affiliated to Mizoram University.

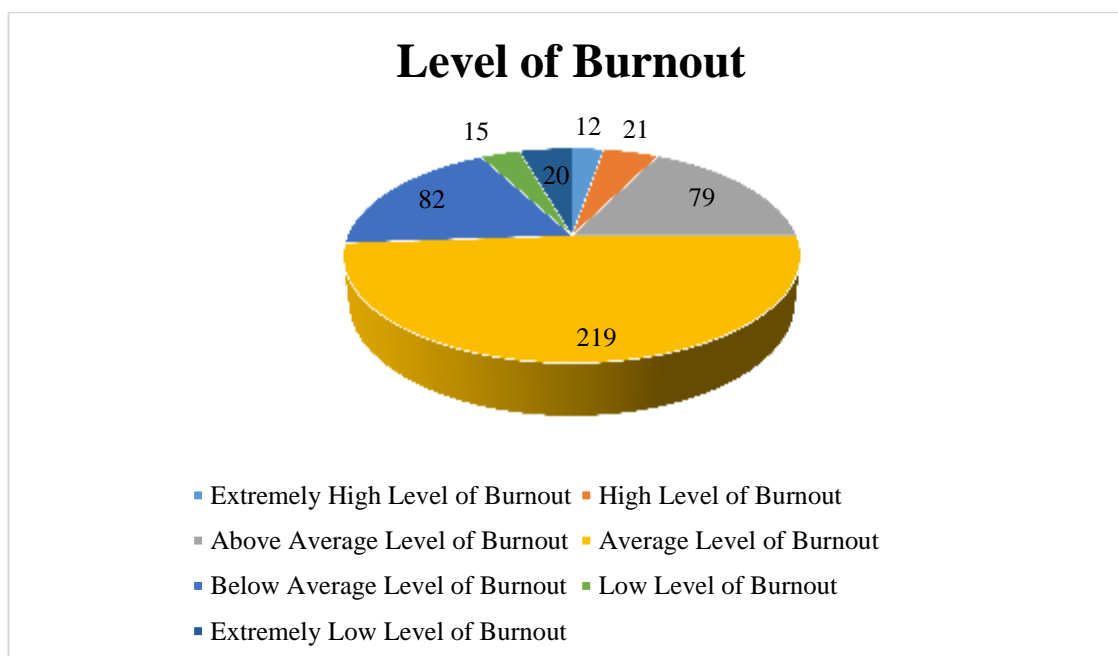
To evaluate the level of burnout of teachers in colleges affiliated to Mizoram University, the researcher utilized the Teacher’s Burnout Scale (TBS-GRMS) developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani. The investigator made use of the established specific norms tailored by the tool developer to differentiate the current population under investigation. The norms utilized were not altered nor modified as the sample studied follow the same UGC regulations in all aspect compared to other parts of the country and the demographic variables under study such as gender, age, teaching experience, marital status and educational qualification on burnout do not necessarily differ due to geographical nor other aspect from other parts of the country.

The raw scores of all 448 college teachers were transformed into z-score. Based on the range of z-score, the level of burnout was classified into 7 levels. These levels were further classified into grades as well and was utilized for interpretation of the present study as depicted in the following table no. 4.7.0

Table: 4.7.0
Level of burnout teachers

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 95 and above | +2.01 and above | A | Extremely High Level of Burnout | 12 | 2.68 |
| 2 | 80 to 94 | +1.26 to +2.00 | B | High Level of Burnout | 21 | 4.69 |
| 3 | 66 to 79 | +0.51 to +1.25 | C | Above Average Level of Burnout | 79 | 17.63 |
| 4 | 47 to 65 | -0.50 to +0.50 | D | Average Level of Burnout | 219 | 48.88 |
| 5 | 32 to 46 | -1.25 to -0.51 | E | Below Average Level of Burnout | 82 | 18.31 |
| 6 | 18 to 31 | -2.00 to -1.26 | F | Low Level of Burnout | 15 | 3.35 |
| 7 | 17 and below | -2.01 and below | G | Extremely Low Level of Burnout | 20 | 4.46 |
| Total | | | | | 448 | 100 |

Table: 4.7.0
Level of burnout teachers



Through the careful analysis of the table:4.7, it is vivid that 12 teachers (2.68%) have extremely high level of burnout. While, 21 teachers (4.69%)

have high level of burnout and 79 teachers (17.63%) have above average level of burnout. Moreover, 219 teachers which is the maximum number of teachers accounting to 48.88% falls under average level of burnout. 82 teachers i.e. 18.31% have below average level of burnout and 15 teachers (3.35%) have low level of burnout and 20 teachers have extremely low level of burnout.

To acquire better understanding and in-depth knowledge about the samples with reference to different demographic variables, the level of burnout has been evaluated as depicted in below:

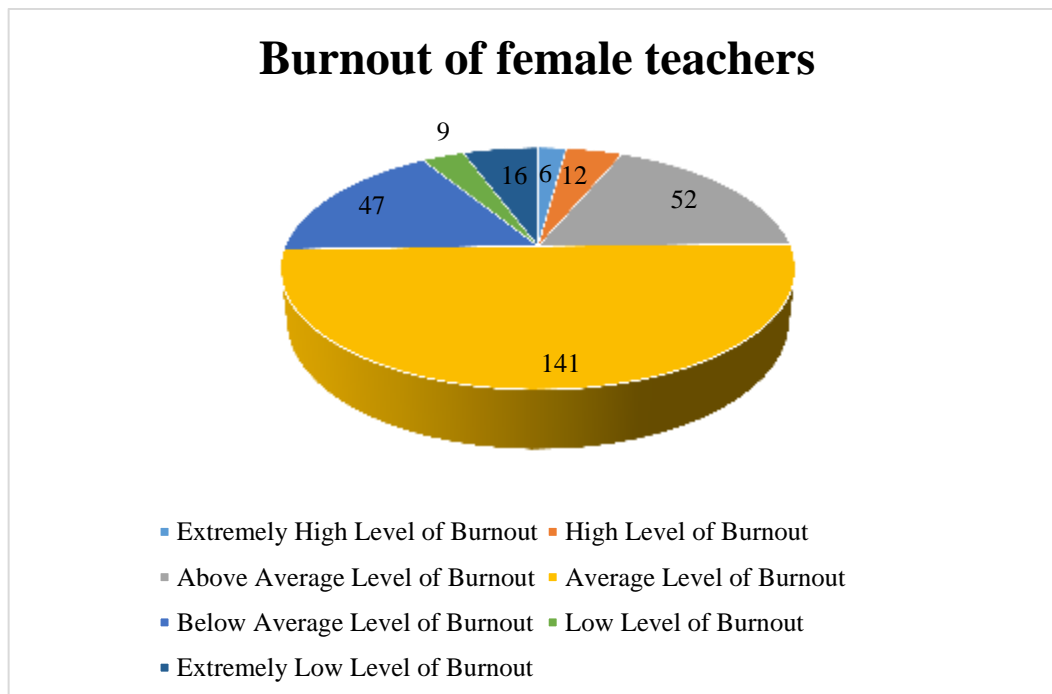
4.7.1 Level of burnout of female teachers in colleges affiliated to Mizoram University.

The level of burnout of 283 female teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.1.

Table: 4.7.1
Level of burnout of female teachers

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 6 | 2.12 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 12 | 4.24 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 52 | 18.37 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 141 | 49.82 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 47 | 16.61 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 9 | 3.18 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 16 | 5.65 |
| Total | | | | | 283 | 100 |

Table: 4.7.1
Level of burnout of female teachers



From the analysis of table:4.7.1, it can be seen that only 6 (2.12%) have extremely high level of burnout and 12 (4.24%) teachers have high level of burnout. There are 52 teachers with above average level of burnout. Meanwhile, 141 teachers, which is the majority of teachers, falls under average level of burnout. 47 teachers have below average level of burnout with a percentage of 16.61%. 9 (3.18%) teachers have low level of burnout and 16 (5.65%) teachers have extremely low level of burnout.

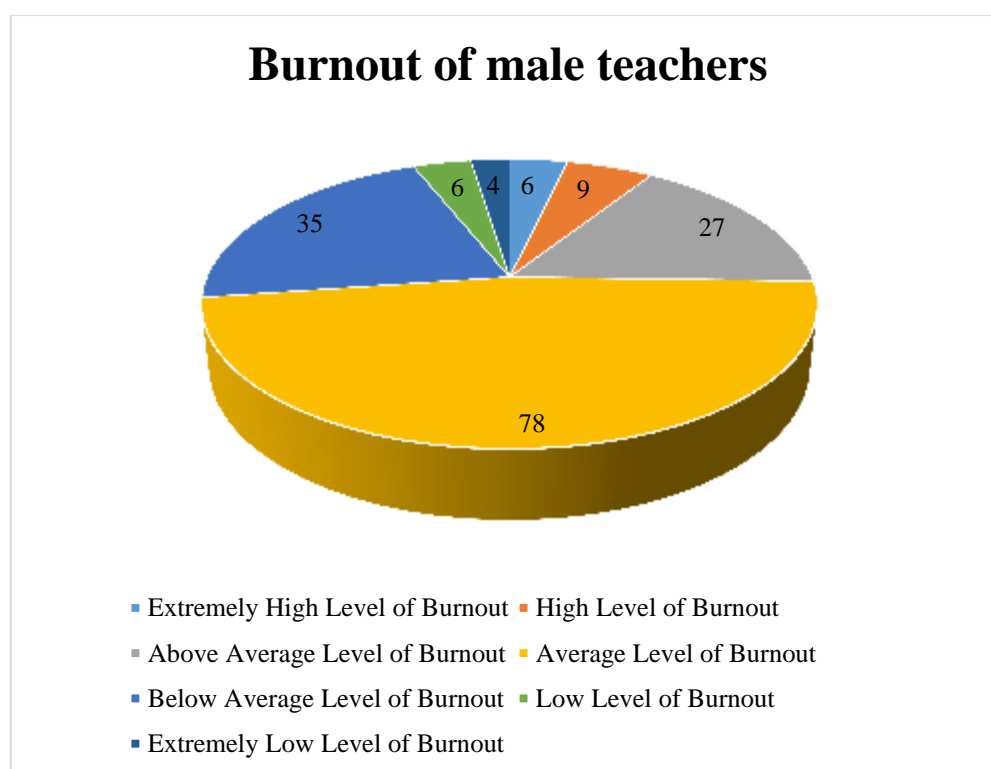
4.7.2 Level of burnout of male teachers in colleges affiliated to Mizoram University.

The level of burnout of 165 male teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.2

Table: 4.7.2
Level of burnout of male teachers

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 6 | 3.64 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 9 | 5.45 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 27 | 16.36 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 78 | 47.27 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 35 | 21.21 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 6 | 3.64 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 4 | 2.42 |
| Total | | | | | 165 | 100 |

Fig: 4.7.2
Level of burnout of male teachers



An analysis of the data vide table no 4.7.2 indicates a diverse range of burnout levels among the male teachers. There are a total of 165 male teachers. From the above table it can be seen that 6 teachers have extremely high level of burnout. 9 (5.45%) teachers have high level of burnout. There are 27 teachers with above average level of burnout. Meanwhile, 78 teachers, which is the majority of teachers, falls under average level of burnout. 35 teachers have below average level of burnout with a percentage of 21.21%. 6 (3.64%) teachers have low level of burnout and 4 (2.42%) teachers have extremely low level of burnout.

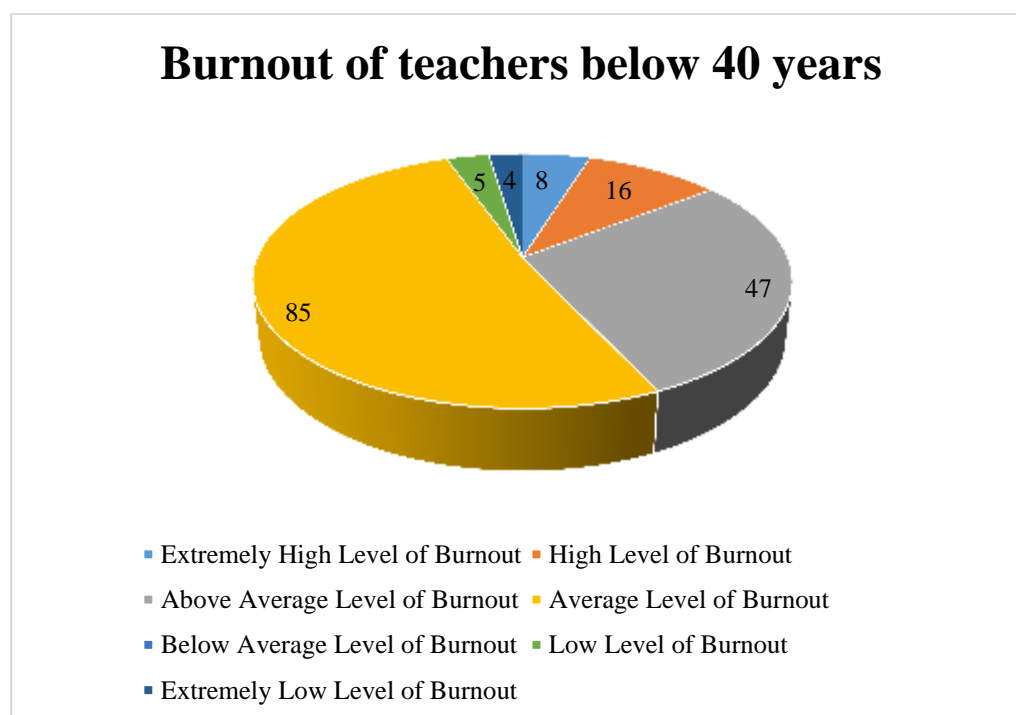
4.7.3 Level of job satisfaction of teachers below 40 years of age in colleges affiliated to Mizoram University.

The level of burnout of 206 teachers below 40 years of age in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.3

Table: 4.7.3
Level of burnout of teachers below 40 years

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 8 | 3.88 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 16 | 7.77 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 47 | 22.82 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 85 | 41.26 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 41 | 19.90 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 5 | 2.43 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 4 | 1.94 |
| Total | | | | | 206 | 100 |

Fig: 4.7.3
Level of burnout of teachers below 40 years



A perusal of table: 4.7.3 indicates that out of 206 population, only 8 (3.88%) have extremely high level of burnout and 16 (7.77%) teachers have high level of burnout. There are 47 teachers with above average level of burnout. Meanwhile, 85 teachers, which is the majority of teachers, falls under average level of burnout. 41 teachers have below average level of burnout with a percentage of 19.90%. 5 (2.43%) teachers have low level of burnout and 4 (1.94%) teachers have extremely low level of burnout.

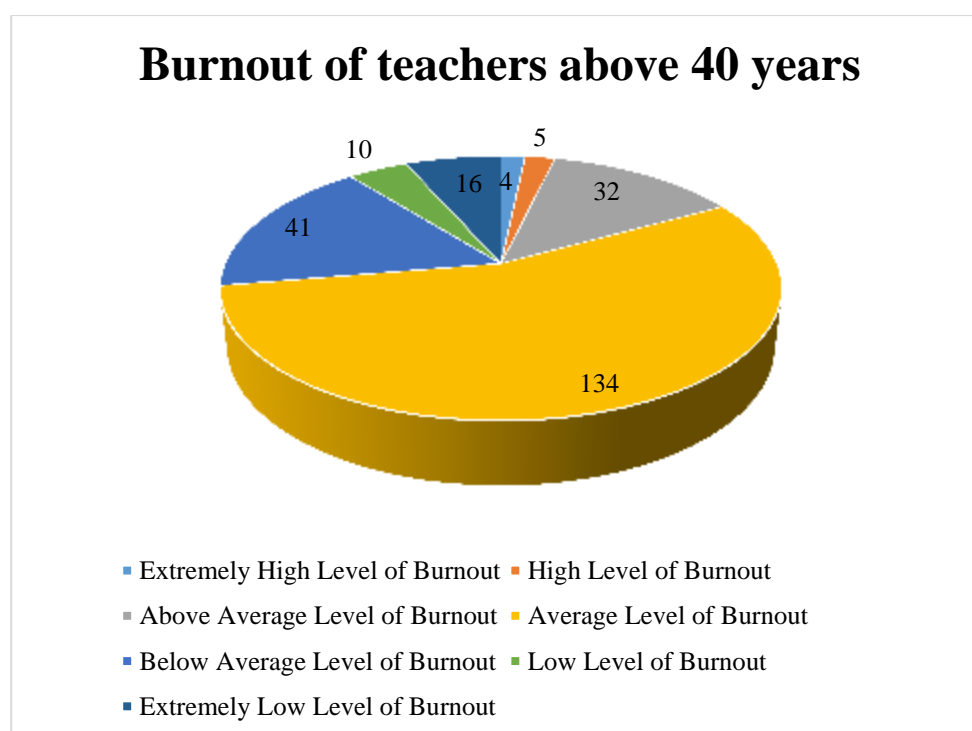
4.7.4 Level of burnout of teachers 40 and above years of age in colleges affiliated to Mizoram University.

This analysis explores the level of burnout of 242 teachers 40 and above years of age in colleges affiliated to Mizoram University based on the collected data and hence their representation in different levels is presented in terms of percentage which are as follows:

Table: 4.7.4
Level of burnout of teachers 40 and above years

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 4 | 1.65 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 5 | 2.07 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 32 | 13.22 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 134 | 55.37 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 41 | 16.94 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 10 | 4.13 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 16 | 6.61 |
| Total | | | | | 242 | 100 |

Fig: 4.7.4
Level of burnout of teachers 40 and above years



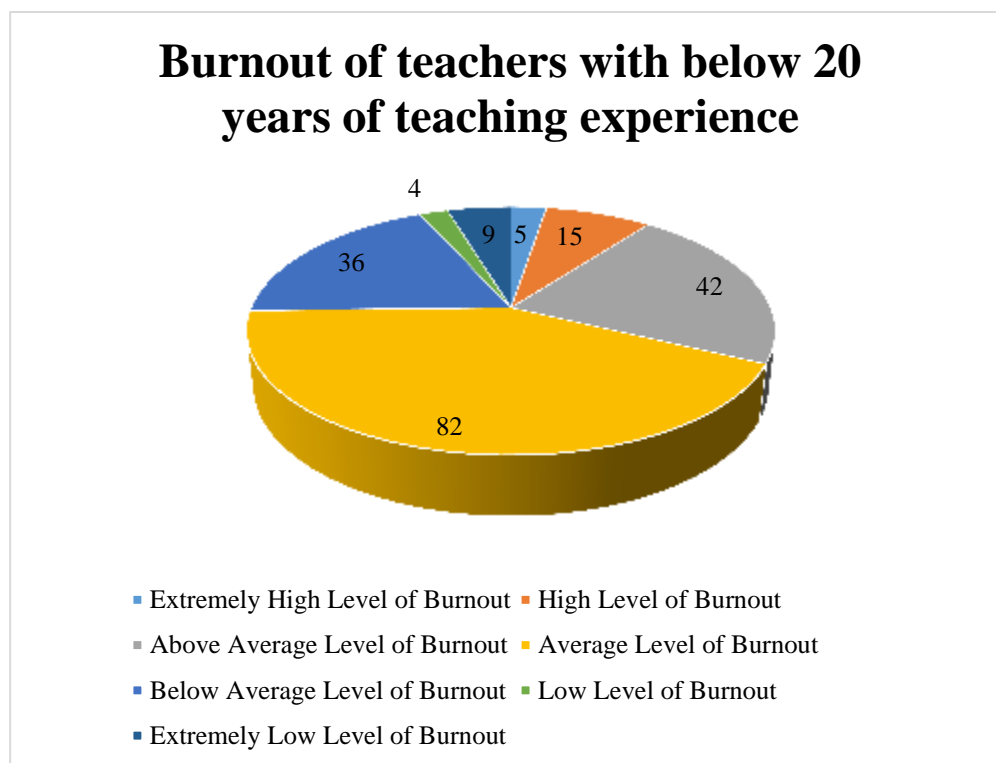
An analysis of the data vide table no 4.7.4 depicts the levels of burnout among teachers with an age of 40 years and above. From the above table it can be seen that 4 teachers (1.65%) have extremely high level of burnout and 5 (2.07%) teachers have high level of burnout. There are 32 teachers with above average level of burnout. Meanwhile, 134 teachers, which is the majority of teachers, falls under average level of burnout. 41 teachers have below average level of burnout with a percentage of 16.94%. 10 (4.13%) teachers have low level of burnout and 16 (6.61%) teachers have extremely low level of burnout.

4.7.5 Level of burnout of teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University.

The level of burnout of 193 teachers with below 10 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.5

Table: 4.7.5
Level of burnout of teachers with below 20 years of teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 5 | 2.59 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 15 | 7.77 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 42 | 21.76 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 82 | 42.49 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 36 | 18.65 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 4 | 2.07 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 9 | 4.66 |
| Total | | | | | 193 | 100 |

Fig: 4.7.5**Level of burnout of teachers with below 20 years of teaching experience**

An analysis of the data vide table no 4.7.5 indicates a diverse range of burnout levels among teachers with below 10 years of teaching experience. There are 193 teachers. Only 5 teachers (2.59%) have extremely high level of burnout and 15 (7.77%) teachers have high level of burnout. There are 42 teachers with above average level of burnout. Meanwhile, 82 teachers, which is the majority of teachers, falls under average level of burnout. 36 teachers have below average level of burnout with a percentage of 18.65%. 4(2.07%) teachers have low level of burnout and 9 (4.66%) teachers have extremely low level of burnout.

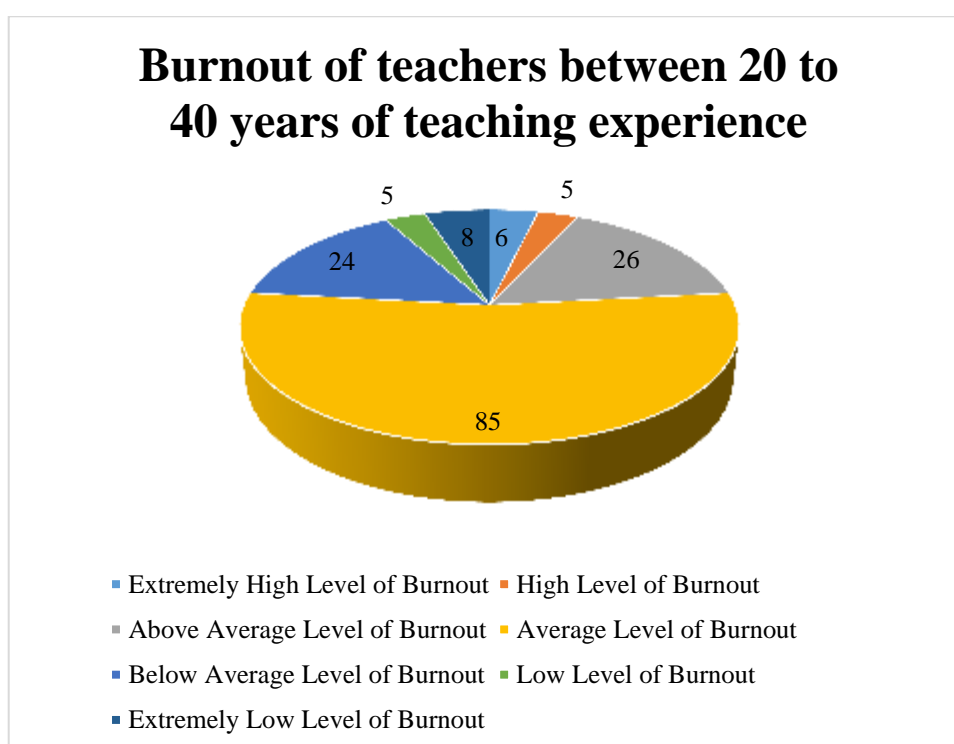
4.7.6 Level of burnout of teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University.

The level of burnout of 159 teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.6

Table: 4.7.6
Level of burnout of teachers between 20 to 40 years of teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 6 | 3.77 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 5 | 3.14 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 26 | 16.35 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 85 | 53.46 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 24 | 15.09 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 5 | 3.14 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 8 | 5.03 |
| Total | | | | | 159 | 100 |

Fig: 4.7.6
Level of burnout of teachers between 20 to 40 years of teaching experience



A perusal of table:4.7.6 indicates that out of 159 teachers with 10 to 20 years of teaching experience in colleges affiliated to Mizoram University, 6 (3.77%) have extremely high level of burnout and 5 (3.14%) teachers have high level of burnout. There are 26 teachers with above average level of burnout. Meanwhile, 85 teachers, which is the majority of teachers, falls under average level of burnout. 24 teachers have below average level of burnout with a percentage of 15.09%. 5 (3.14%) teachers have low level of burnout and 8 (5.03%) teachers have extremely low level of burnout.

4.7.7 Level of burnout of teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University.

The level of burnout of 96 teachers with more than 21 years of teaching experience in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.7

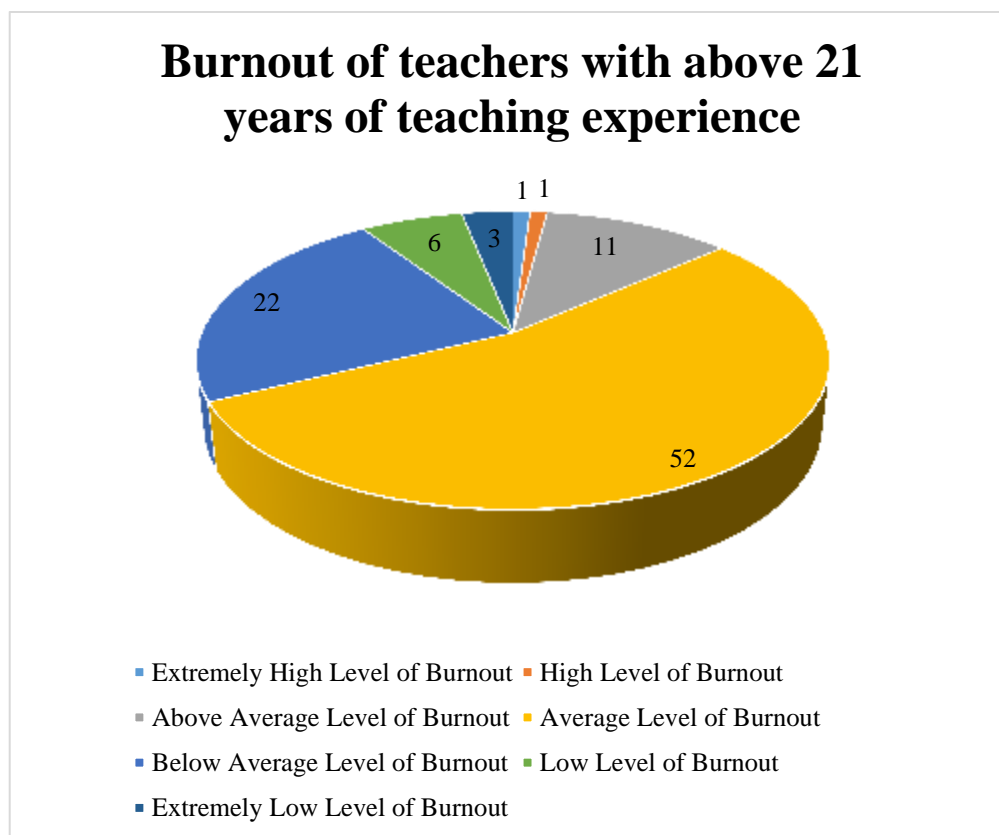
Table: 4.7.7

Level of burnout of teachers with above 21 years of teaching experience

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 1 | 1.04 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 1 | 1.04 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 11 | 11.46 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 52 | 54.17 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 22 | 22.92 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 6 | 6.25 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 3 | 3.13 |
| Total | | | | | 96 | 100 |

Fig: 4.7.7

Level of burnout of teachers with above 21 years of teaching experience



An analysis of the data vide table no 4.7.7 indicates a diverse range of burnout levels among teachers with above 21 years of teaching experience. There are 96 teachers out of which 1 teacher (1.04%) have extremely high level of burnout and 1 (1.04%) teacher have high level of burnout. There are 11 teachers with above average level of burnout. Meanwhile, 52 teachers, which is the majority of teachers, falls under average level of burnout. 22 teachers have below average level of burnout with a percentage of 22.92%. 6 (6.25%) teachers have low level of burnout and 3 (3.13%) teachers have extremely low level of burnout.

4.7.8 Level of burnout of married teachers in colleges affiliated to Mizoram University.

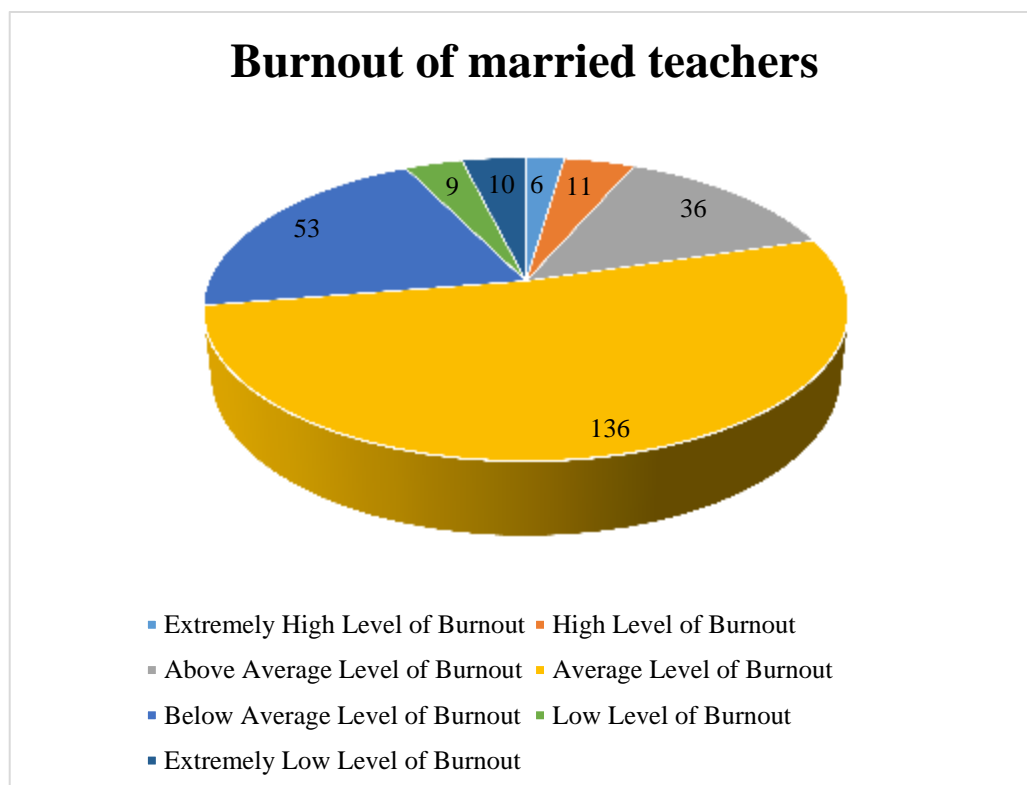
This analysis explores the level of burnout of 261 married teachers in colleges affiliated to Mizoram University based on the collected data using percentage.

Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.7.8

Table: 4.7.8
Level of burnout of married teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 6 | 2.30 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 11 | 4.21 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 36 | 13.79 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 136 | 52.11 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 53 | 20.31 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 9 | 3.45 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 10 | 3.83 |
| Total | | | | | 261 | 100 |

Fig: 4.7.8
Level of burnout of married teachers



An analysis of the data vide table no 4.7.8 indicates a diverse range of burnout levels among teachers who are married. There are 261 teachers out of which 6 teachers (2.30%) have extremely high level of burnout and 11 (4.21%) teachers have high level of burnout. There are 36 teachers with above average level of burnout. Meanwhile, 136 teachers, which is the majority of teachers, falls under average level of burnout. 53 teachers have below average level of burnout with a percentage of 20.31%. 9 (3.45%) teachers have low level of burnout and 10 (3.83%) teachers have extremely low level of burnout.

4.7.9 Level of burnout of unmarried teachers in colleges affiliated to Mizoram University.

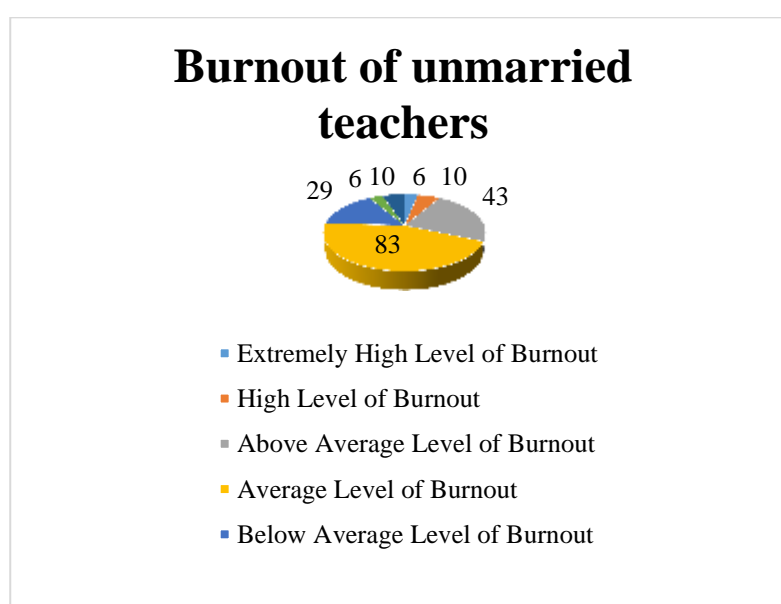
The level of burnout of 187 unmarried teachers in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.9

Table: 4.7.9
Level of burnout of unmarried teachers

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 6 | 3.21 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 10 | 5.35 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 43 | 22.99 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 83 | 44.39 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 29 | 15.51 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 6 | 3.21 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 10 | 5.35 |
| Total | | | | | 187 | 100 |

Fig: 4.7.9

Level of burnout of unmarried teachers



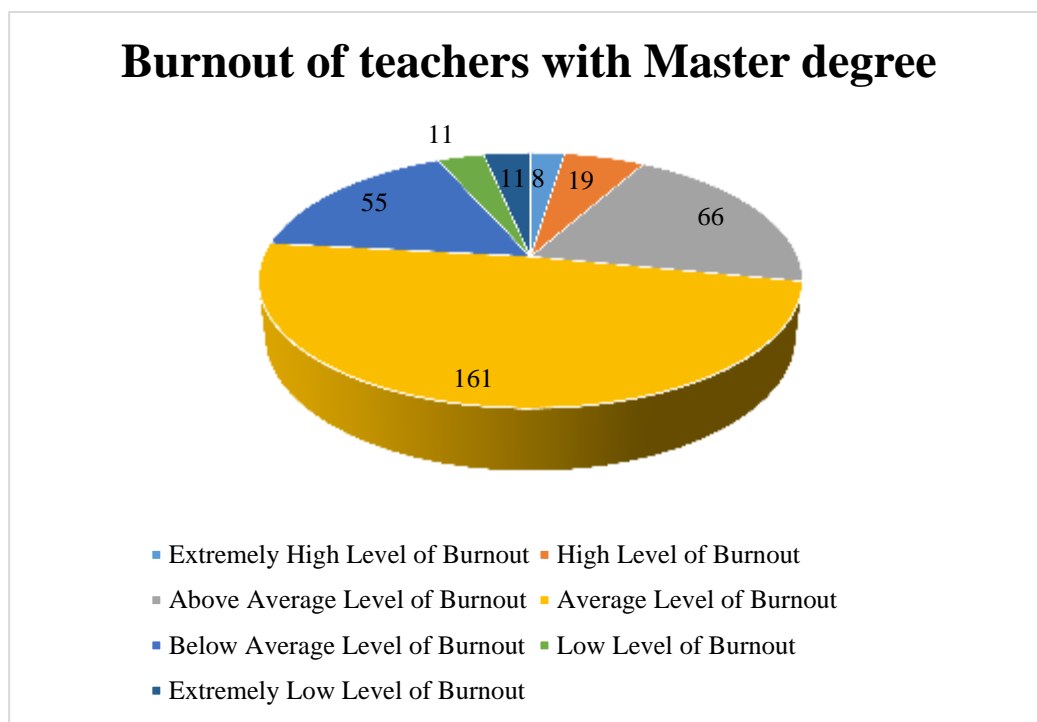
A perusal of table: 4.7.9 indicates that out of 187 teachers 6 teacher (3.21%) have extremely high level of burnout and 10 (5.35%) teachers have high level of burnout. There are 43 teachers with above average level of burnout. Meanwhile, 83 teachers, which is the majority of teachers, falls under average level of burnout. 29 teachers have below average level of burnout with a percentage of 15.51%. 6 (3.21%) teachers have low level of burnout and 10 (5.35%) teachers have extremely low level of burnout.

4.7.10 Level of burnout of teachers with Master Degree in colleges affiliated to Mizoram University.

This analysis explores the level of burnout of 331 teachers with Master Degree in colleges affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.1.10:

Table: 4.7.10
Level of burnout of teachers with Master degree

| Sl. No. | Range of Raw Score | Range of Z- score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|-------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 8 | 2.42 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 19 | 5.74 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 66 | 19.94 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 161 | 48.64 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 55 | 16.62 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 11 | 3.32 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 11 | 3.32 |
| Total | | | | | 331 | 100 |

Fig: 4.7.10**Level of burnout of teachers with Master degree**

An analysis of the data vide table no 4.7.10 indicates a diverse range of burnout levels among teachers with master degree. There are 331 teachers out of which 8 teachers (2.42%) have extremely high level of burnout and 19 (5.74%) teachers have high level of burnout. There are 66 teachers with above average level of burnout. Meanwhile, 161 teachers, which is the majority of teachers, falls under average level of burnout. 55 teachers have below average level of burnout with a percentage of 16.62%. 11 (3.32%) teachers have low level of burnout and 11 (3.32%) teachers have extremely low level of burnout.

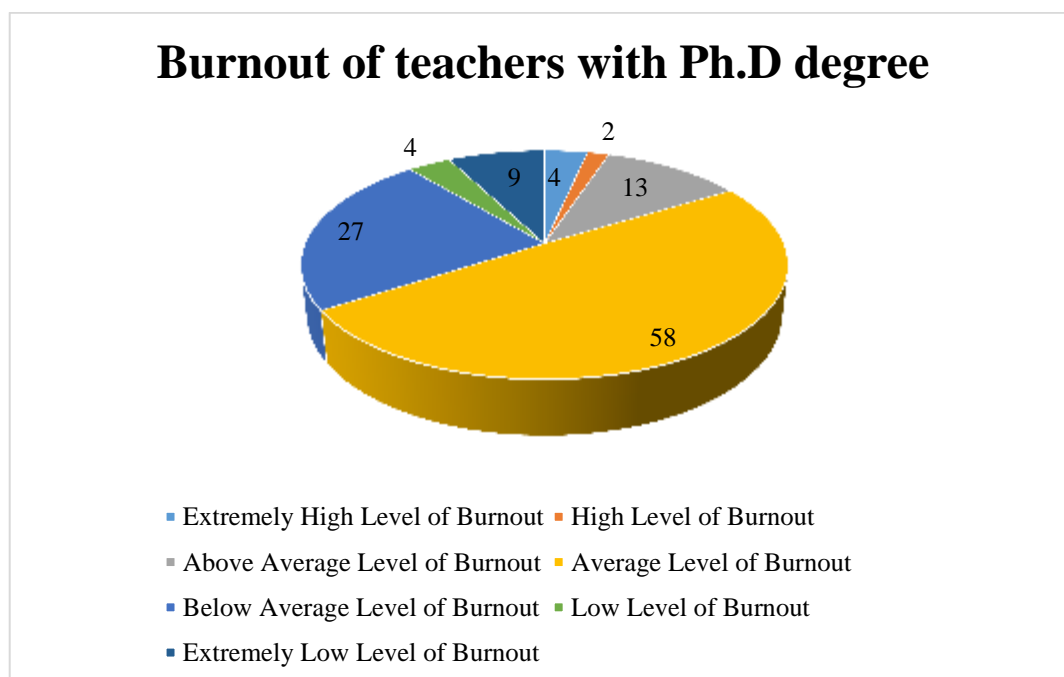
4.7.11 Level of burnout of teachers with Ph.D Degree in colleges affiliated to Mizoram University.

The level of burnout of 117 teachers with Ph.D Degree in colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.7.11

Table: 4.7.11
Level of burnout of teachers with Ph.D degree

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 4 | 3.42 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 2 | 1.71 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 13 | 11.11 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 58 | 49.57 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 27 | 23.08 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 4 | 3.42 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 9 | 7.69 |
| Total | | | | | 117 | 100 |

Fig: 4.7.11
Level of burnout of teachers with Ph.D degree



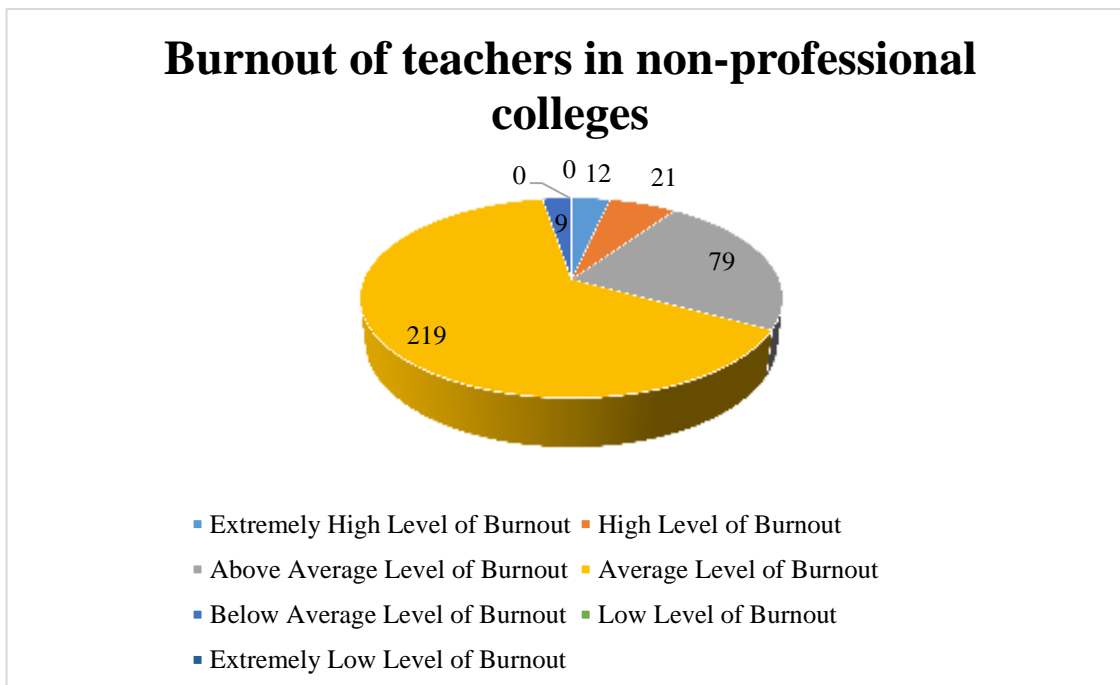
A careful examination of the data vide table no 4.7.11 depicts a diverse range of burnout levels among teachers with Ph.D degree. There are 117 teachers out of which 4 teachers (3.42%) have extremely high level of burnout and only 2 (1.71%) teachers have high level of burnout. There are 13 teachers with above average level of burnout. Meanwhile, 58 (49.57%) teachers, which is the majority of teachers, falls under average level of burnout. 27 teachers have below average level of burnout with a percentage of 23.08%. 4 (3.42%) teachers have low level of burnout and 9 (7.69%) teachers have extremely low level of burnout.

4.7.12 Level of burnout of teachers working in non- professional colleges affiliated to Mizoram University.

This analysis explores the level of burnout of 340 teachers working in non-professional colleges affiliated to Mizoram University based on the collected data using percentage. Hence, their representation based on the range of z-score, was classified into 7 levels which are depicted in table:4.7.12:

Table: 4.7.12
Level of burnout of teachers in non-professional colleges

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|---------|--------------------|------------------|-------|---------------------------------|-----------------|----------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 12 | 3.53 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 21 | 6.18 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 79 | 23.24 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 219 | 64.41 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 9 | 2.65 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 0 | 0.00 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 0 | 0.00 |
| Total | | | | | 340 | 100 |

Fig: 4.7.12**Level of burnout of teachers in non-professional colleges**

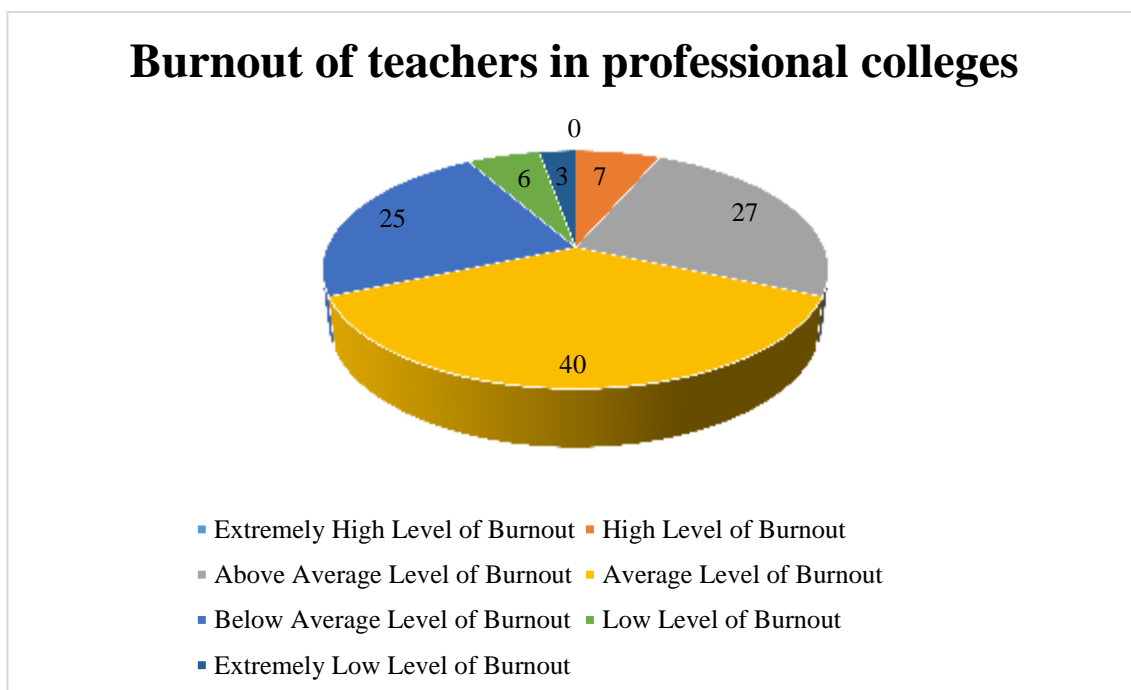
From the analysis of table: 4.7.12, it can be witnessed that out of 340 teachers, 12 teachers (3.53%) have extremely high level of burnout and 21 (6.18%) teachers have high level of burnout. There are 79 teachers with above average level of burnout. Meanwhile, 219 (64.41%) teachers, which is the majority of teachers, falls under average level of burnout. 9 teachers have below average level of burnout with a percentage of 2.65%. After a careful examination, it was found that no teachers have low level of burnout and extremely low level of burnout.

4.7.13 Level of burnout of teachers working in professional colleges affiliated to Mizoram University.

The level of burnout of 108 teachers working in professional colleges affiliated to Mizoram University have been calculated using percentage. Based on the range of z-score, the level of burnout was classified into 7 levels as shown in the following table no 4.1.13

Table: 4.7.13**Level of burnout of teachers in professional colleges**

| Sl. No. | Range of Raw Score | Range of Z-score | Grade | Level of Burnout | No. of Teachers | Percentage (%) |
|----------------|---------------------------|-------------------------|--------------|---------------------------------|------------------------|-----------------------|
| 1 | 141 and above | +2.01 and above | A | Extremely High Level of Burnout | 0 | 0.00 |
| 2 | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout | 7 | 6.48 |
| 3 | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout | 27 | 25.00 |
| 4 | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout | 40 | 37.04 |
| 5 | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout | 25 | 23.15 |
| 6 | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout | 6 | 5.56 |
| 7 | 27 and below | -2.01 and below | G | Extremely Low Level of Burnout | 3 | 2.78 |
| Total | | | | | 108 | 100 |

Fig: 4.7.13**Level of burnout of teachers in professional colleges**

An analysis of the data vide table no 4.7.13 indicates a diverse range of burnout levels among teachers working in professional institution. There are 108 teachers out of which 7 (6.48%) teachers have high level of burnout and 27 (25%) have above average level of burnout. There are a total of 40 teachers, which is the majority of teachers, who falls under average level of burnout with a percentage of 37.04%. Also, there are 6 (5.56%) teachers who have low level of burnout and 3 (2.78%) teachers have extremely low level of burnout. Whereas, on a positive note, there are no teachers who exhibit Extremely High Level of Burnout, which is very satisfactory as far as education is concern in Mizoram.

4.8.0 Objective 8: To compare the significance difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

The study compares the burnout of all the teachers, considering their gender, age, teaching experience, marital status and educational qualification as a factor. To do this, the investigator calculated the mean, standard deviation and calculated a 't' test to evaluate differences in the means. The results of this analysis are presented in the different tables provided below;

Hypothesis No. 5: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

To attain accurate result, the independent variables - gender, age, teaching experience, marital status and educational qualification with reference to burnout was tested separately as shown in the tables below;

4.8.1 To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to gender.

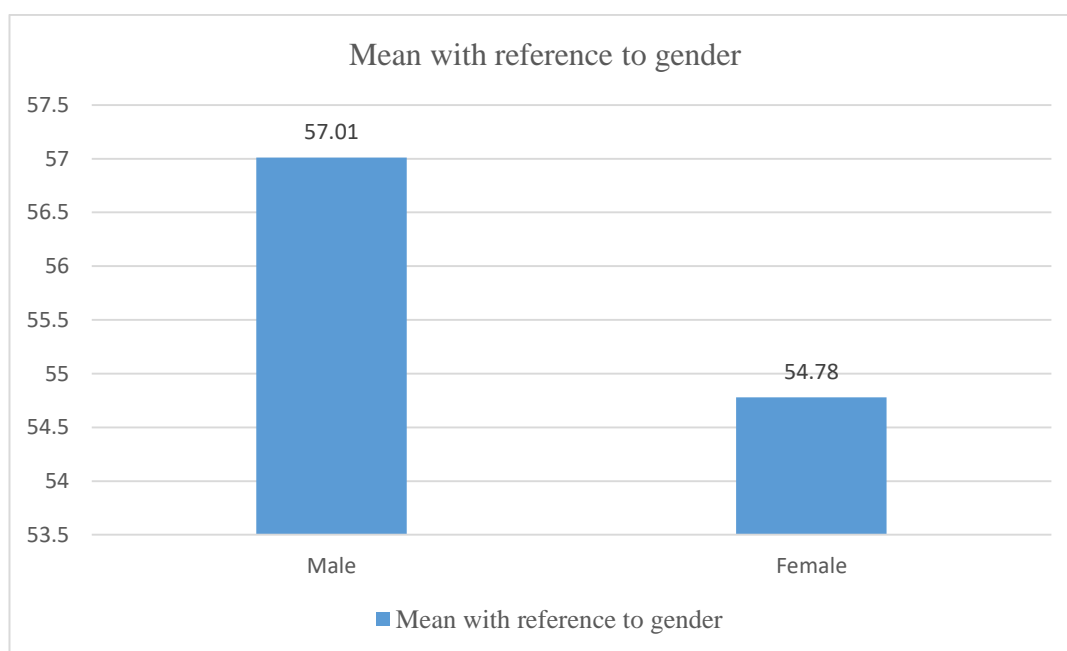
Male and female teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their burnout. The mean, standard deviation and t-test were calculated and presented in the table below:

Hypothesis No.5 A: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender.

Table: 4.8.1
Comparison of burnout with reference to gender

| Gender | N | Mean | SD | df | t-value | Level of significance |
|--------|-----|-------|-------|-----|---------|-----------------------|
| Male | 165 | 57.01 | 19.84 | 446 | 1.18 | Not Significant |
| Female | 283 | 54.78 | 18.72 | | | |

Fig: 4.8.1
Comparison of burnout with reference to gender



As shown in the above table, the mean score of males is 57.01 and standard deviation is 19.84 while the mean and standard deviation of female teachers is 54.78 and 18.72 respectively. The calculated t-value is 1.18 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender” is accepted. It can be concluded that male and female teachers do not differ significantly in their burnout. However, the mean score of male teachers

is slightly higher than that of their female counterparts which suggest that male teachers have higher burnout compared to female teachers.

The finding implies that gender (male and female) is not a significant differentiating factor regarding burnout among teachers.

4.8.2 To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to age.

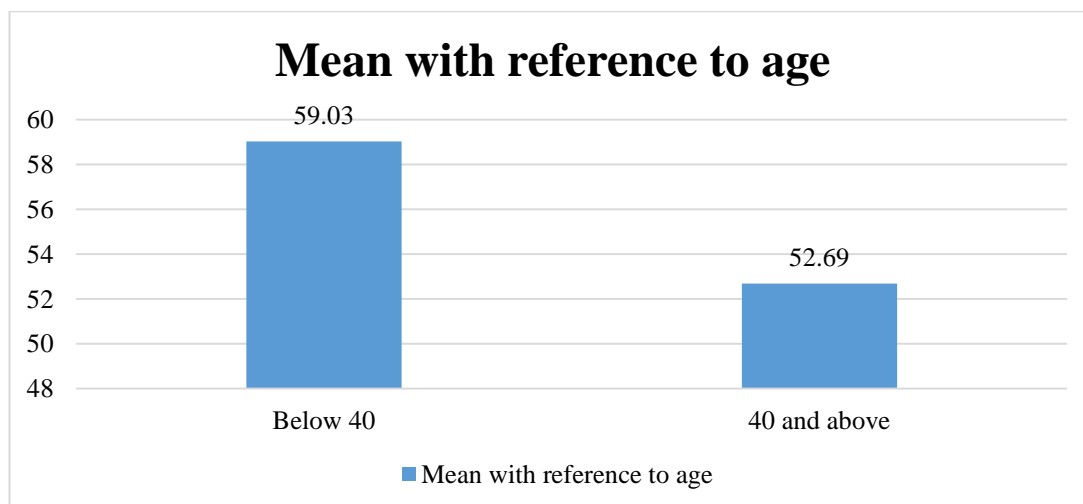
To find out the difference in the burnout of teachers in colleges affiliated to Mizoram University with reference to age, t-test was used to compare the two groups. Table no. 4.8.2 represent the difference between the two groups.

Hypothesis No.5 B: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to age.

Table:4.8.2
Comparison of burnout with reference to age

| Age | N | Mean | SD | df | t-value | Level of significance |
|--------------|-----|-------|-------|-----|---------|-----------------------|
| Below 40 | 206 | 59.03 | 18.27 | 446 | 3.53 | Significant |
| 40 and above | 242 | 52.69 | 19.43 | | | |

Fig:4.8.2
Comparison of burnout with reference to age



Thorough examination of the data in the table no. 4.8.2 showed that the mean score of teachers below 40 years is 59.03 and standard deviation is 18.27 while the mean and standard deviation of teachers 40 and above years is 52.69 and 19.43 respectively. The calculated t-value which examines the difference between job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age turned out to be 3.53 which is more than the critical value at 0.01 (i.e. 2.626) level of significance. Hence, it can be concluded that there is significant difference in the level of burnout between the two groups.

Therefore, the null hypothesis that, “there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to age” is rejected. It can be concluded teachers with respect to their age differ significantly in their burnout among teachers. This suggest that, teacher below 40 years of age have higher burnout compared to teachers 40 and above years of age as the mean is higher.

The finding implies that age can be a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.

4.8.3 To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to teaching experience.

To compare burnout of teachers in colleges affiliated to Mizoram University with reference to teaching experience, ANOVA was deployed as the demographic variable consisted of three variances. The table below shows the result of the comparison executed;

Hypothesis No.5 C: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to teaching experience.

Table: 4.8.3

Comparison of burnout with reference to teaching experience

| Source of Variance | df | Sum of Square | Mean Square | F-ratio | Level of significance |
|---------------------------|-----------|----------------------|--------------------|----------------|------------------------------|
| Between Set | 2 | 1670.32 | 835.16 | 2.289 | Not Significant |
| Within Set | 445 | 162346.3 | 364.82 | | |

From the above table the sum of square between set is 1670.32 and mean square between set is 835.16. The sum of square within set is 162346.3 and mean square is 364.82. The calculated f-ratio was found to be 2.289 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to teaching experience” is accepted. It can be concluded teachers with respect to their teaching experience do not differ significantly in their level of burnout.

The finding implies that teaching experience is not a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.

4.8.4 To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to marital status.

Married and unmarried teachers in colleges affiliated to Mizoram University were compared to find out whether there exist any differences in their burnout. The mean, standard deviation and t-test were calculated and presented in the table below:

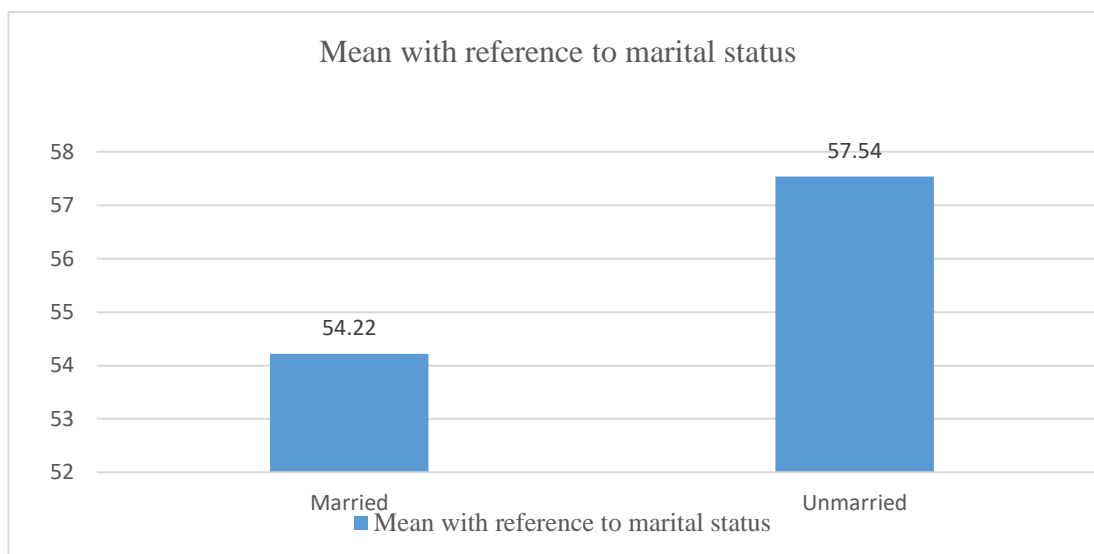
Hypothesis No.5 D: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to marital status.

Table: 4.8.4

Comparison of burnout with reference to marital status

| Age | N | Mean | SD | df | t-value | Level of significance |
|-----------|-----|-------|-------|-----|---------|-----------------------|
| Married | 261 | 54.22 | 17.82 | 446 | 1.81 | Not |
| Unmarried | 187 | 57.54 | 20.76 | | | Significant |

Fig: 4.8.4
Comparison of burnout with reference to marital status



An analysis of the data vide table no.4.8.4 showed that the mean score of married teachers is 54.22 and standard deviation is 17.82 while the mean and standard deviation of unmarried teachers is 57.54 and 20.76 respectively. The calculated t-value is 1.81 which is less than the critical value at the required level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to marital status” is accepted. It can be concluded teachers with respect to their marital status do not differ significantly in their level of burnout.

The finding implies that burnout is not a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.

4.8.5 To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to educational qualification.

To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to educational qualification, the mean difference between the two groups was tested using t- test. The following table shows the comparison of teachers with master degree and Ph.D towards burnout.

Hypothesis No.5 E: There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

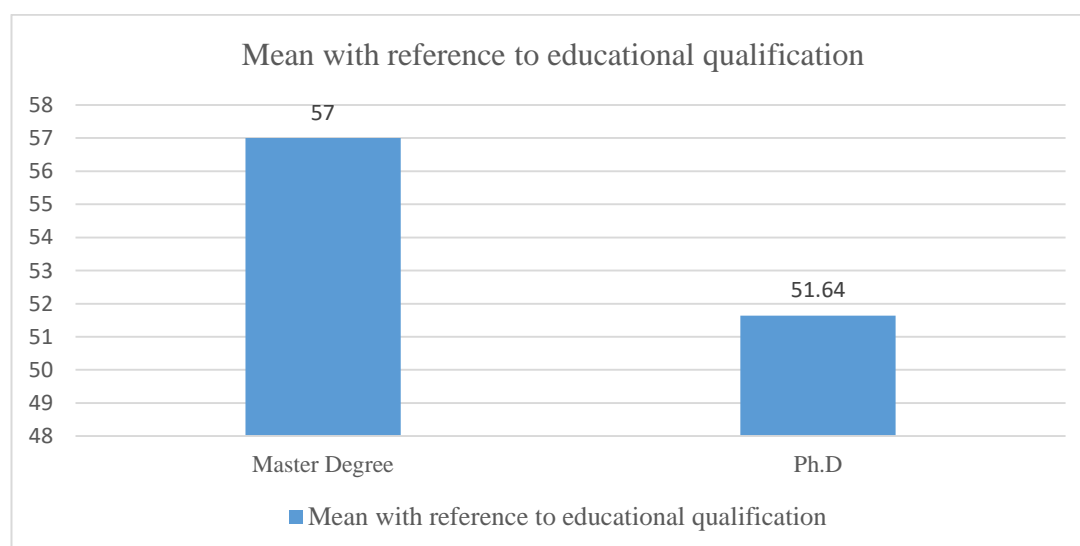
Table: 4.8.5

Comparison of burnout with reference to educational qualification

| Educational Qualification | N | Mean | SD | df | t-value | Level of significance |
|----------------------------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| Master Degree | 331 | 57.00 | 19.05 | 446 | 2.61 | Significant at 0.05 |
| Ph.D | 117 | 51.64 | 18.97 | | | |

Fig: 4.8.5

Comparison of burnout with reference to educational qualification



A perusal of table no 4.8.5 showed that the mean score of teachers with master degree is 57 and standard deviation is 19.05 while the mean and standard deviation of teachers with Ph.D is 51.64 and 18.97 respectively. The calculated t-value is 2.61 which is more than the critical value at 0.05 (i.e. 1.984) level of significance.

Therefore, the null hypothesis that, “there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to educational qualification” is rejected. It can be concluded teachers with respect to their educational qualification differ significantly in their level of burnout.

The mean from Fig.4.8.5 suggest that teachers with master degree have higher burnout compared to teachers with Ph.D degree.

The finding implies that educational qualification can be a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.

4.9.0 Objective 9: To compare the difference in level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study examined the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University. To do this, the researcher calculated the mean and standard deviation of the scores and conducted a 't' test to assess differences in the means. The results of this analysis are presented in the tables provided.

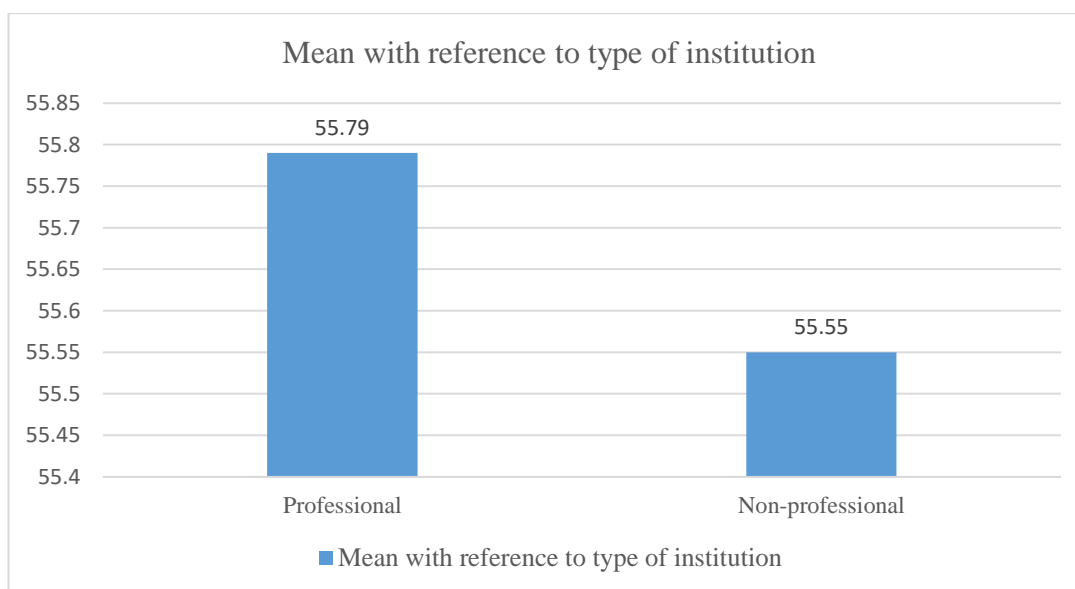
Hypothesis No.6: There is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

Table:4.9.0

Comparison of burnout between teachers working in professional and non-professional institution

| Type of Institution | N | Mean | SD | df | t-value | Level of significance |
|----------------------------|----------|-------------|-----------|-----------|----------------|------------------------------|
| Professional | 108 | 55.79 | 17.18 | 446 | 0.11 | Not Significant |
| Non-Professional | 340 | 55.55 | 19.76 | | | |

Fig:4.9.0
Comparison of burnout between teachers working in professional and non-professional institution



As can be witnessed from the table: 4.9, the mean score of teachers from professional institutions is 55.79 and standard deviation is 17.18 while the mean and standard deviation of teachers from non-professional institutions is 55.55 and 19.76 respectively. The 't' value representing the significance of the difference in burnout between teachers working in professional and non-professional institution is 0.11. Since the calculated 't' value is lower than the critical 't' values at the 0.01 and 0.05 significance levels, it can be concluded that there is no substantial difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to type of institution. Therefore, the null hypothesis that, “There is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University” is accepted. It can be concluded that teachers from professional and non-professional institutions do not differ significantly in their level of burnout.

The finding implies that teachers from professional and non-professional institutions i.e. type of institution (professional or non-professional) is not a differentiating factor regarding burnout of teachers.

4.10.0 Objective No. 10: To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

The study examined the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University. To do this, the researcher utilized the Spearman's rank correlation to evaluate the relationship between the two variables: burnout and job satisfaction and the results of this analysis are presented in the table below.

Hypothesis No.7: There is no significant relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

Table:4.10.0

Relationship between burnout and job satisfaction

| | | Job Satisfaction | Burnout |
|----------------|------------------|-------------------------|---------|
| Spearman's rho | Job Satisfaction | Correlation Coefficient | 1.000 |
| | | | -.415** |
| | | Sig. (2-tailed) | .000 |
| | | N | 448 |
| | Burnout | Correlation Coefficient | -.415** |
| | | | 1.000 |
| | | Sig. (2-tailed) | .000 |
| | | N | 448 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table 4.10, it is evident that there exists a negative yet moderate correlation between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University. This correlation is deemed significant at the 0.01 level of significance. Consequently, the null hypothesis (No. 7), which initially posited that there is no significant relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University, is rejected. This rejection is grounded in the fact that a notable negative correlation, denoted by $r = -0.415$, has been established between these two variables. The p-value for the correlation is 0.000, which is less than the typical significance level of 0.05. This means the correlation is statistically significant, suggesting that the observed relationship is unlikely to have occurred by chance. This analysis sheds light on the fact that, while the correlation is relatively moderate, there is indeed a negative relationship between burnout and job satisfaction. Overall, this indicates there exists a moderate negative correlation between job satisfaction and burnout among teachers in colleges affiliated to

Mizoram University. In other words, as job satisfaction decreases, burnout tends to increase, and vice versa.

4.11.0 Objective No. 11: To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

The study examined the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University. To do this, the researcher utilized the Spearman's rank correlation to evaluate the relationship between the two variables: burnout and professional commitment and the results of this analysis are presented in the table below

Hypothesis No.8: There is no significant relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

Table:4.11.0
Relationship between burnout and professional commitment

| Professional Commitment | | | Burnout | |
|-------------------------|-------------------------|-------------------------|---------|---------|
| Spearman's rho | Professional Commitment | Correlation Coefficient | 1.000 | -.373** |
| | | Sig. (2-tailed) | . | .000 |
| | | N | 448 | 448 |
| | Burnout | Correlation Coefficient | -.373** | 1.000 |
| | | Sig. (2-tailed) | .000 | . |
| | | N | 448 | 448 |

**. Correlation is significant at the 0.01 level (2-tailed).

From the perusal of the above table 4.11, it is evident that there exists a negative yet moderate correlation between burnout and professional commitment of teachers in colleges affiliated to Mizoram University. This correlation is deemed significant at the 0.01 level of significance. Consequently, the null hypothesis (No. 8), which initially posited that there is no significant relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University, is rejected. This rejection is grounded in the fact that a notable negative correlation, denoted by $r = -0.373$, has been established between these two variables. The p-value for the correlation is 0.000, which is less than the typical significance level of 0.05

which indicates that the correlation is statistically significant, meaning the observed relationship is unlikely to have occurred by chance. This means the correlation is statistically significant, suggesting that the observed relationship is unlikely to have occurred by chance. This analysis sheds light on the fact that, while the correlation is relatively moderate, there is indeed a negative relationship between burnout and professional commitment. Overall, this indicates there exists a moderate negative correlation between job satisfaction and burnout among teachers in colleges affiliated to Mizoram University. In other words, as professional commitment decreases, burnout tends to increase, and vice versa.

4.12.0 Objective No. 12: To analyse the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

The study examined the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University. To do this, the researcher utilized the Spearman's rank correlation to evaluate the relationship between the two variables: job satisfaction and professional commitment and the results of this analysis are presented in the table below

Hypothesis No.9: There is no significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to f Mizoram University.

Table:4.12.0
Relationship between job satisfaction and professional commitment

| | | Professional Commitment | Job Satisfaction |
|-------------------------|---------------------|----------------------------|------------------|
| Professional Commitment | Pearson Correlation | 1 | .392** |
| | Sig. (2-tailed) | | .000 |
| | N | 448 | 448 |
| Job Satisfaction | Pearson Correlation | .392** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 448 | 448 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the analysis of the above table 4.12, it is apparent that there exists a positive yet moderate correlation between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University. This correlation is deemed significant at the 0.01 level of significance. Consequently, the null hypothesis (No. 7), which initially posited that there is no significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University, is rejected. This rejection is grounded in the fact that a notable positive correlation, denoted by $r = 0.392$, has been established between these two variables. The p-value for the correlation is 0.000, which is less than the typical significance level of 0.05. This means the correlation is statistically significant, suggesting that the observed relationship is unlikely to have occurred by chance. This analysis sheds light on the fact that, while the correlation is relatively moderate, there is indeed a positive relationship between job satisfaction and professional commitment. Overall, this indicates there exists a moderate positive correlation between job satisfaction and professional commitment among teachers in colleges affiliated to Mizoram University. In other words, as professional commitment increases, job satisfaction also tends to increase, and vice versa.

CHAPTER V

MAJOR FINDINGS, DISCUSSIONS, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter focuses on the major findings, discussions, educational implications, recommendations, and suggestions for future investigation. This chapter provides a summary of the research findings derived from different areas of comparison. The comparative analysis area covered are gender, age, teaching experience, marital status and educational qualification on three variables which are job satisfaction, professional commitment and burnout among teachers in colleges affiliated to Mizoram University. The major findings according to the objectives are given below: -

5.1.0 MAJOR FINDINGS

The major findings of the study are listed below:

5.1.1 Findings related to Objective No.1: To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University.

This data represents the levels of job satisfaction among 448 teachers in colleges affiliated to Mizoram University, categorized by Z-scores and their corresponding grades. The Z-scores reflect the degree of satisfaction, with positive values indicating varying levels of satisfaction, while negative values suggest dissatisfaction. Here's an analysis of the findings:

- (i) **Extremely Satisfied (Grade A, Z-Score +2.01 and above):** Out of 448 samples only 8 teachers (1.79 %) fall into this category, indicating that a very small proportion of teachers in colleges affiliated to Mizoram University reported being extremely satisfied with their jobs. This suggested that while some teachers may have very positive experiences, it is a rare occurrence.
- (ii) **Highly Satisfied (Grade B, Z-Score +1.26 to +2.00):** A total of 39 teachers (8.71 %) are highly satisfied. This is a larger group compared to the extremely satisfied group, representing about 8 % of the respondents. This indicated that a significant portion of teachers are content, though not at the highest level.

- (iii) **Above Average Satisfied (Grade C, Z-Score +0.51 to +1.25):** A total of 84 teachers (18.75 %) in colleges affiliated to Mizoram University fall into this category.
- (iv) **Average Satisfied (Grade D, Z-Score -0.50 to +0.50):** The most significant portion of the teachers (188 teachers, 41.96 %) in colleges affiliated to Mizoram University fall into this category, showing that nearly half of the teachers are moderately satisfied with their jobs. This was the largest group, demonstrating that the majority of teachers are somewhat satisfied, though not overly so. It indicated that while job satisfaction is generally positive, there is still room for improvement. This group represents a neutral stance, implying that many teachers neither feel extremely satisfied nor dissatisfied.
- (v) **Below Average Satisfied (Grade E, Z-Score -0.51 to -1.25):** A smaller proportion of teachers (101 teachers, 22.54 %) in colleges affiliated to Mizoram University reported being below average satisfied. This group showed a relatively low level of job satisfaction, but they are still somewhat content, suggesting mild dissatisfaction.
- (vi) **Dissatisfaction (Grade F, Z-Score -1.26 to -2.00):** A small portion of the respondents i.e, 20 teachers (4.46%) are dissatisfied. While this group was still a minority, it highlights that a few teachers do not feel fully satisfied with their work experience.
- (vii) **Extremely Dissatisfied (Grade G, Z-Score -2.01 and below):** A total of 8 teachers (1.79 %) falls into this category. This extremely low percentage of teachers experiencing extreme dissatisfaction indicated that while dissatisfaction exists, it was rare and does not affect a significant portion of the teacher population.

To conclude, the data showed a generally positive trend in teacher job satisfaction, with a significant portion of teachers expressing satisfaction at varying levels. However, there was still a notable segment (6.25 %) experiencing dissatisfaction, and the majority (41.96 %) fall into average satisfaction category, suggesting potential for further improvements in teacher engagement and working conditions.

5.1.2 Findings related to Objective No.2: To compare the job satisfaction level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 5.1

Table highlighting the findings related to objective no.2 (job satisfaction)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance |
|--------|----------------------------------|---------------------------|----------------------|--------------------|----------------|-----------------------|
| 1. | Gender | Male- 165 | 166.95 | 16.65 | 1.47 | Not Significant |
| | | Female- 283 | 169.14 | 14.30 | | |
| 2. | Age | Below 40- 206 | 166.65 | 15.69 | 2.17 | Significant at 0.05 |
| | | Above 40- 242 | 169.77 | 14.70 | | |
| | | Source of Variance | Sum of square | Mean square | F-Ratio | |
| 3. | Teaching Experience | Between set | 1260.92 | 630.46 | 2.738 | Not Significant |
| | | Within set | 102455.8 | 230.23 | | |
| 4. | Marital Status | Married- 261 | 168.27 | 14.36 | 0.11 | Not Significant |
| | | Unmarried- 187 | 16.40 | 16.40 | | |
| 5. | Educational Qualification | Master Degree- 331 | 167.12 | 15.60 | 2.85 | Significant at 0.01 |
| | | Ph.D - 117 | 171.76 | 13.6 | | |

To attain a better and more vivid understanding of the findings related to objective no.2, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to job satisfaction was tested separately as shown below;

(a) To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to gender.

- (i) It was observed that the mean satisfaction score for female teachers (169.14) was slightly higher than that for male teachers (166.95) in colleges affiliated to Mizoram University.
- (ii) The study showed that the t-value of 1.47, which was compared to the critical t-value at the chosen level of significance (usually 0.05), was not significant. This means that the difference in job satisfaction between male and female teachers was not statistically significant.

- (iii) It can be concluded that there is no significance difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender.
- (iv) The finding implied that gender (male and female) is not a significant differentiating factor regarding job satisfaction.
- (b) To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age.**
 - (i) It was observed that teachers aged above 40 reported a slightly higher mean job satisfaction score (169.77) compared to those aged below 40 (166.65).
 - (ii) The finding showed that the calculated t-value which examined the difference between job satisfaction of teachers in colleges affiliated to Mizoram University with reference to age turned out to be 2.17 which was more than the critical value at 0.05 (i.e. 1.984) level of significance.
 - (iii) The study concluded that there is a significant difference in job satisfaction based on age, with teachers above 40 reported higher satisfaction than those below 40 in colleges affiliated to Mizoram University.
 - (v) The finding implied that age can be the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.
- (c) To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to teaching experience.**
 - (ii) The study revealed that the calculated F-ratio of 2.738 was less than the critical value and was not statistically significant at the chosen significance level (usually 0.05).
 - (iii) It can be concluded that there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to teaching experience.
 - (iv) The finding implied that teaching experience is not a differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

(d) To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to marital status.

- (i) It was observed that the mean satisfaction scores for both married (168.27) and unmarried (168.43) teachers in colleges affiliated to Mizoram University are very similar, with unmarried teachers having a slightly higher mean score.
- (ii) The study showed that the t-value of 0.11 was very low, and it was not significant at the 0.05 level.
- (iii) It can be concluded that there is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to marital status.
- (iv) The finding implied that marital status is not the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

(e) To compare the job satisfaction of teachers in colleges affiliated to Mizoram University with reference to educational qualification.

- (i) The analysis revealed that teachers with a Ph.D. reported a higher mean job satisfaction score (171.76) compared to those with a Master's degree (167.12).
- (ii) It was observed that the calculated t-value of 2.85 was statistically significant, since it was higher than the critical value at 0.01 (i.e. 2.626) level of significance.
- (iii) It can be concluded that there is a significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to educational qualification.
- (iv) The finding implied that educational qualification can be the differentiating factor regarding job satisfaction among teachers in colleges affiliated to Mizoram University.

5.1.3 Findings related to Objective No.3: To compare the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) The analysis revealed that the mean job satisfaction scores for both teachers working in professional colleges (168.37) and teachers working in non-professional colleges (168.32) are virtually identical, indicating no substantial difference.
- (ii) The t-value of 0.02 was extremely low, and the result was not statistically significant at the 0.05 level.
- (iii) It can be concluded that there is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.
- (iv) The finding implied that teachers from professional and non-professional colleges i.e. type of institution is not a differentiating factor regarding job satisfaction.

5.1.4 Findings related to Objective No.4: To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.

The data provides an overview of the professional commitment levels of 448 teachers in colleges affiliated to Mizoram University based on raw scores and Z-scores, categorizing them into different levels of commitment.

- (i) **Extremely High Commitment (+2.01 and above, Raw Score 197 and above):** A very small percentage of teachers precisely 6 in numbers accounting to 1.34% falls into this category, indicating that only a few teachers exhibited extremely high professional commitment.
- (ii) **High Commitment (+1.26 to +2.00, Raw Score 187 to 196):** A slightly larger proportion of teachers (44 teachers, 9.82%) in colleges affiliated to Mizoram University showed high professional commitment, but it still remained a relatively small group.

- (iii) **Above Average Commitment (+0.51 to +1.25, Raw Score 176 to 186):** Out of the total, a notable portion of teachers accounting to 90 in numbers (20.09%) fall into the "Above Average Commitment" category, reflecting a moderately high level of professional commitment.
- (iv) **Average Commitment (-0.50 to +0.50, Raw Score 161 to 175):** The largest group of teachers comprising of 179 teachers accounting to 39.96% of the total sample reported average professional commitment, which suggested that the majority of teachers maintain an average to positive level of professional commitment.
- (v) **Below Average Commitment (-0.51 to -1.25, Raw Score 152 to 160):** A moderate portion of teachers (76 teachers, 16.96%) in colleges affiliated to Mizoram University reported below average commitment, indicating that there is some level of dissatisfaction or disengagement among these teachers.
- (vi) **Low Commitment (-1.26 to -2.00, Raw Score 138 to 151):** 41 teachers accounting to 9.15% of the sample exhibited low professional commitment, indicating some degree of disengagement with their profession.
- (vii) **Extremely Low Commitment (-2.01 and below, Raw Score 137 and below):** A small number with 12 teachers accumulating 2.68% of the total sample showed extremely low professional commitment, suggesting that extreme low commitment to profession was rare among teachers in colleges affiliated to Mizoram University.

In summary, the data showed that a significant majority of teachers in colleges affiliated to Mizoram University (approximately 60%) have an average or above-average level of professional commitment. Only a small percentage (about 12%) showed low or extremely low commitment, indicating that while some teachers may feel less engaged, the overall level of professional commitment among teachers was relatively positive.

5.1.5 Findings related to Objective No.5: To compare the professional commitment level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 5.2

Table highlighting the findings related to objective no.5 (Professional commitment)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance |
|--------|---------------------------|--------------------|---------------|-------------|---------|-----------------------|
| 1. | Gender | Male- 165 | 165.55 | 14.35 | 2.66 | Significant at 0.01 |
| | | Female- 283 | 169.31 | 14.42 | | |
| 2. | Age | Below 40- 206 | 165.10 | 15.05 | 3.8 | Significant at 0.01 |
| | | Above 40- 242 | 170.33 | 13.57 | | |
| 3. | Teaching Experience | Source of Variance | Sum of square | Mean square | f-ratio | Significant |
| | | Between set | 2673.12 | 1336.56 | 6.51 | |
| | Within set | 91256.59 | 205.07 | | | |
| | (i) | Below 10 yrs | 165.78 | 15.16 | 1.35 | Not Significant |
| | | 10-20 yrs | 167.93 | 14.28 | | |
| | (ii) | Below 10 yrs | 165.78 | 15.16 | 3.6 | Significant at 0.01 |
| | | 21 yrs and above | 172.23 | 12.50 | | |
| | (iii) | 10-20 yrs | 167.93 | 14.28 | 2.44 | Significant at 0.05 |
| | | 21 yrs and above | 172.23 | 12.50 | | |
| | 4. | Marital Status | Married- 261 | 168.49 | 14.33 | 0.96 |
| | | Unmarried- 187 | 167.14 | 14.71 | | |
| 5. | Educational Qualification | Master Degree- 331 | 167.32 | 13.76 | 1.47 | Not Significant |
| | | Ph.D - 117 | 169.62 | 16.33 | | |

To attain a better and more vivid understanding of the findings related to objective no.4, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to professional commitment was tested separately as shown in below;

(a) To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to gender.

(i) The analysis revealed that female teachers reported a higher mean commitment score (169.31) compared to male teachers (165.55) in colleges affiliated to Mizoram University.

- (ii) It was observed that the calculated t-value 2.66 was higher than the critical value at 0.01 (i.e. 2.626) level of significance indicating difference.
 - (iii) It can be concluded that there is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender.
 - (iv) The finding implied that gender (male and female) can be a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.
- (b) To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to age.**
- (i) The finding showed that teachers aged above 40 reported a higher mean professional commitment score (170.33) compared to those aged below 40 (165.10).
 - (ii) From the analysis, the calculated t-value 3.8 which was more than the critical value at 0.01 (i.e. 2.626) level of significance, indicating difference.
 - (iii) It can be concluded that there is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to age.
 - (iv) The finding implied that age can be the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.
- (c) To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to teaching experience.**
- (i) It was observed that the calculated f-ratio 6.52 was more than the critical value at 0.01 (i.e. 4.82) level of significance, indicating that there is a significant difference in professional commitment between the groups being analyzed.
 - (ii) It can be concluded that there is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience. Since the level of significant is found to be significant. T- test is further calculated:

(i) Comparison of professional commitment between below 10 years of teaching experience and 10 to 20 years of teaching experience.

- (a) The finding revealed that the calculated t-value 1.35 was less than the critical value at the required level of significance indicating no difference.
- (b) It can be concluded that there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience among teachers with below 10 years and 10 to 20 years' teaching experience.
- (c) The finding implied that teaching experience (below 10 & 10 to 20 years) is not a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

(ii) Comparison of professional commitment between below 10 years of teaching experience and 21 years and above teaching experience.

- (a) The study showed that the calculated t-value 3.6 was higher than the critical value at 0.01 (i.e. 2.626) level of significance, indicating significant difference.
- (b) It can be concluded that there is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience among teachers with below 10 years and 21 years and above teaching experience.
- (c) The finding implied that teaching experience (below 10 years & 21 years and above) can be a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

(iii) Comparison of professional commitment between 10 to 20 years of teaching experience and 21 years and above teaching experience.

- (a) The analysis revealed that the calculated t-value 2.44 was higher than the critical value at 0.05 (i.e. 1.984) level of significance, indicated a significant difference.
- (b) It can be concluded that there is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience.

- (c) The finding implied that teaching experience can be a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.
- (d) **To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to marital status.**
 - (i) The finding showed that small mean score difference can be identified between married teachers (168.49) and unmarried teachers (167.14) which was negligible.
 - (ii) It was observed that the t-value of 0.96 was less than the critical value at 0.05 level indicating no difference.
 - (iii) It can be concluded that there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to marital status.
 - (iv) The finding implied that marital status is not the differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.
- (e) **To compare the professional commitment of teachers in colleges affiliated to Mizoram University with reference to educational qualification.**
 - (i) The study revealed that the mean score of teachers with Ph.D was 169.62, which was slightly higher than the mean 167.32 of teachers with master degree.
 - (ii) It was observed that the t-value of 1.47 was less than the critical value and was not statistically significant at the 0.05 level.
 - (iii) It can be concluded that there is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to educational qualification.
 - (iv) The finding implied that educational qualification is not a differentiating factor regarding professional commitment among teachers in colleges affiliated to Mizoram University.

5.1.6 Findings related to Objective No.6: To compare the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) It was evident from the finding that teachers working in professional institutions reported a slightly higher mean professional commitment score (169.29) compared to those in non-professional colleges (167.49).
- (ii) It was observed that the calculated t-value of 1.12 was not statistically significant at the 0.05 level.
- (iii) It can be concluded that there is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
- (iv) The finding implied that teachers working in professional and non-professional institutions i.e. type of institution (professional vs. non-professional) is not a differentiating factor regarding professional commitment.

5.1.7 Findings related to Objective No.7: To find out the level of burnout teachers in colleges affiliated to Mizoram University.

The data provides an overview of the levels of burnout experienced by 448 teachers in colleges affiliated to Mizoram University, categorized into different grades based on raw scores and Z-scores. The findings are summarized as follows:

- (i) **Extremely High Level of Burnout (Grade A):** Only 12 teachers denoting a very small proportion of the sample with 2.68% reported an extremely high level of burnout.
- (ii) **High Level of Burnout (Grade B):** A higher number of teachers (21, 4.69%) reported high level of burnout.
- (iii) **Above Average Level of Burnout (Grade C):** A total of 79 teachers forming a larger percentage of 17.63% reported above average levels of burnout.

- (iv) **Average Level of Burnout (Grade D):** A significant portion of the sample comprising of 219 teachers accounting to 48.88% reported average burnout levels, suggesting an average level of burnout in this group.
- (v) **Below Average Level of Burnout (Grade E):** A moderate percentage (18.31%) of the total sample comprising of 82 teachers reported below average level of burnout.
- (vi) **Low Level of Burnout (Grade F):** A total of 3.35% of the sample consisting of 15 teachers experience a low level of burnout, which indicated a relatively healthy level of work engagement.
- (vii) **Extremely Low Level of Burnout (Grade G):** A total of 20 teachers which constitute a smaller percentage of 4.46% reported an extremely low level of burnout, suggesting that these teachers are highly satisfied and engaged in their work.

To conclude, the majority of teachers in the sample reported Average or Below Average levels of burnout, which was generally a positive outcome, indicating that most teachers are not experiencing extreme stress or fatigue. However, a small portion of teachers (around 7.37%) reported higher levels of burnout, which may indicate a need for targeted interventions to address the causes of burnout in specific teachers.

5.1.8 Findings related to Objective No.8: To compare the burnout level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 5.3

Table highlighting the findings related to objective no.4 (Burnout)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance |
|--------|----------------------------------|---------------------------|----------------------|--------------------|----------------|-----------------------|
| 1. | Gender | Male- 165 | 57.01 | 19.84 | 1.18 | Not Significant |
| | | Female- 283 | 54.78 | 18.72 | | |
| 2. | Age | Below 40- 206 | 59.03 | 18.27 | 3.53 | Significant at 0.01 |
| | | Above 40- 242 | 52.69 | 19.43 | | |
| | | Source of Variance | Sum of square | Mean square | F-Ratio | |
| 3. | Teaching Experience | Between set | 1670.32 | 835.16 | 2.289 | Not Significant |
| | | Within set | 162346.3 | 364.82 | | |
| 4. | Marital Status | Married- 261 | 54.22 | 17.82 | 1.81 | Not Significant |
| | | Unmarried- 187 | 57.54 | 20.76 | | |
| 5. | Educational Qualification | Master Degree- 331 | 57.00 | 19.05 | 2.61 | Significant at 0.05 |
| | | Ph.D - 117 | 51.64 | 18.97 | | |

To attain a better and more vivid understanding of the findings related to objective no.8, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to burnout was tested separately as shown below;

(a) To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to gender.

- (i) The study revealed that Male teachers reported a slightly higher mean burnout score (57.01) compared to female teachers (54.78).
- (ii) The result also showed that the calculated t-value of 1.18 was not statistically significant at the 0.05 level indicating no difference.
- (iii) Therefore, it can be concluded that there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender.

- (iv) The finding implied that gender (male and female) is not a significant differentiating factor regarding burnout among teachers.
- (b) To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to age.**
 - (i) The analysis showed that teachers below 40 years reported higher burnout levels than their older counterparts (59.03 vs. 52.69).
 - (ii) The calculated t-value which examines the difference between burnout of teachers in colleges affiliated to Mizoram University with reference to age turned out to be 3.53 which was more than the critical value at 0.01 (i.e. 2.626) level of significance indicating significance.
 - (iii) The study concluded that there is a significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to age.
 - (iv) The finding implied that age can be a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.
- (c) To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to teaching experience.**
 - (i) The study finding revealed that the calculated f-ratio was found to be 2.289 which is less than the critical value and is not statistically significant at the 0.05 level.
 - (ii) The study concluded that there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to teaching experience.
 - (iii) The finding implied that teaching experience is not a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.
- (d) To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to marital status.**
 - (i) The finding showed that the mean burnout score (57.54) of unmarried teachers reported was higher compared to married teachers (54.22).
 - (ii) The calculated t-value of 1.81 was less than the critical value and therefore, is not statistically significant at the 0.05 level.

- (iii) It can be concluded that there is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to marital status.
- (iv) The finding implied that burnout is not a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.
- (e) **To compare the burnout of teachers in colleges affiliated to Mizoram University with reference to educational qualification.**
 - (i) From the study, higher mean burnout score of 57.00 was reported by teachers with Master's degree compared to teachers with a Ph.D. (51.64).
 - (ii) The calculated t-value 2.61 which was more than the critical value at 0.05 (i.e. 1.984) level of significance, indicated the difference in burnout.
 - (iii) The study concluded that there is a significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to educational qualification.
 - (iv) The finding implied that educational qualification can be a differentiating factor regarding burnout among teachers in colleges affiliated to Mizoram University.

5.1.9 Findings related to Objective No.9: To compare the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) The analysis revealed that teachers working in professional colleges reported a slightly higher mean burnout score (55.79) compared to those working in in non-professional colleges (55.55).
- (ii) It was also observed that the 't' value 0.11 representing the significance of the difference in burnout between teachers working in professional and non-professional institution was lower than the critical 't' values at the 0.01 and 0.05 significance levels indicating no substantial difference.
- (iii) It can be concluded that there is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (iv) The finding implied that teachers from professional and non-professional institutions i.e. type of institution (professional or non-professional) is not a differentiating factor regarding burnout of teachers.

5.1.10 Findings related to Objective No.10: To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the correlation coefficient between burnout and job satisfaction was -0.415, which indicated a moderate negative correlation between the two variables.
- (ii) The p-value for the correlation is 0.000, which is statistically significant at the 0.01 level (2-tailed).
- (iii) The analysis revealed a significant negative relationship between burnout and job satisfaction.
- (iv) The negative correlation (-0.415) suggested that as burnout increases, job satisfaction decreases.

5.1.11 Findings related to Objective No.11: To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the correlation coefficient between burnout and professional commitment was -0.373, indicating a moderate negative relationship between the two variables.
- (ii) The relationship between burnout and professional commitment was statistically significant and not due to chance since the p-value for the correlation is 0.000, which was statistically significant at the 0.01 level (2-tailed).
- (iii) The analysis revealed a significant negative correlation between burnout and professional commitment.
- (iv) The negative correlation (-0.373) suggested that teachers who experienced higher levels of burnout tend to have lower levels of professional commitment.

5.1.12 Findings related to Objective No.12: To analyse the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the Pearson correlation coefficient of 0.392 indicated a positive correlation between professional commitment and job satisfaction.
- (ii) The positive correlation suggested that as professional commitment increases, job satisfaction also tends to increase, and vice versa.

5.2.0 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY

The major findings of the present study are discussed in the following along with their probable reasons.

5.2.1 Discussion on the findings related Objective No. 1: To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University

The study found that majority of the teachers in affiliated colleges of Mizoram University had average job satisfaction.

Discussion: The present study revealed that the majority of college teachers exhibit average job satisfaction. This finding is consistent with the study by Abebe and Markos (2016), which reported that academic staff at Arba-Minch University experienced average levels of job satisfaction. Similarly, the results aligned with the findings of Parvin Abbasi (2003), who noted that over 50% of school teachers in India and Iran reported medium levels of job satisfaction. Panagopoulos et al. (2014) also identified moderate job satisfaction among physical education teachers in Greece, further supporting the present study's results.

In contrast, Mishra and Rinsangi (2020) reported high job satisfaction among degree college teachers in Mizoram, which differs from the current findings. Padmanbhaiah (1986) also observed that secondary school teachers were generally dissatisfied with their jobs, highlighting a significant divergence from the average satisfaction levels noted in the present study.

The finding that teachers in colleges affiliated with Mizoram University have average job satisfaction highlights a balanced perspective on their professional experiences. This indicates that while educators are not highly dissatisfied with their roles, certain factors may limit their overall satisfaction. Elements such as economic conditions, career growth opportunities, work-life balance, and institutional support might be influencing this moderate level of satisfaction.

Average job satisfaction suggests that teachers find some aspects of their work fulfilling, such as interactions with students or teaching itself, but may face challenges in areas like financial security, professional recognition, or opportunities for advancement. This balance of positive and negative factors reflects a need for targeted interventions to enhance the teaching experience.

5.2.2 Discussion on the findings related to Objective No.2: To compare job satisfaction level of teachers in affiliated colleges of Mizoram University in relation to gender, age, teaching experience, marital status and educational qualification.

The study found that there was no significant difference in the level of job satisfaction among teachers in affiliated colleges of Mizoram University with regards to gender, though female teachers exhibit slightly higher mean scores.

Discussion: In line with the present study Padmanbhaiah (1986), Ssesanga and Garrett (2005) and Raj and Lalita (2013) found no significant differences in the overall job satisfaction levels of male and female school teachers. Similar to these findings, Mishra and Rinsangi (2020) also found no significant gender influence on the job satisfaction of Mizoram college teachers. Regarding the female having higher job satisfaction than male, Lavingia (1974) and Lowther (1982) similarly observed higher job satisfaction among women teachers.

The finding that there is no significant difference in job satisfaction between male and female college teachers suggests that both genders may encounter similar workplace conditions and professional experiences, leading to comparable levels of job satisfaction. This parity could be attributed to standardized institutional policies, equitable distribution of teaching responsibilities, and shared access to opportunities

for professional development. It can also be noted that the lack of gender bias in workplace practices, such as hiring, promotion, and support systems, may contribute to this balance.

However, the slightly higher job satisfaction among female teachers might reflect their ability to derive fulfilment from interpersonal relationships and collaboration within the workplace. Women may also place greater value on intrinsic aspects of the profession, such as student engagement, emotional rewards of teaching, and work-life integration, which can positively influence their satisfaction levels. Whereas, male teachers may prioritize extrinsic factors such as salary, career advancement, and institutional recognition. If these factors are perceived as less fulfilling in certain contexts, it could explain the marginal difference in satisfaction scores.

- a) *The study found that there was no significant difference in the level of job satisfaction among teachers in affiliated colleges of Mizoram University with regards to age.*

Discussion: The findings of the present study, indicating no significant difference in job satisfaction among teachers in affiliated colleges of Mizoram University with regards to age, aligned with the study conducted by Parvin Abbasi (2003). Whereas, Ssesanga and Garrett (2005) found that age significantly predicted academic job satisfaction among university academics in Uganda, suggesting that age may contribute to job satisfaction in certain contexts.

The lack of significant differences in job satisfaction with respect to age in the present study could be attributed to the unique socio-cultural and institutional environment in Mizoram University-affiliated colleges. Teachers in these institutions might experience a relatively uniform work culture, professional development opportunities, or support systems that mitigate age-related disparities in job satisfaction. The shared challenges such as resource limitations or similar teaching conditions might create a leveling effect across age groups. Another plausible explanation is that age, as a demographic factor, may not be as impactful as other

variables, such as income, recognition, or career progression opportunities, in determining satisfaction levels among educators in this context.

- b) The study found that there was no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to teaching experience.*

Discussion: The finding which indicated that no significant difference in job satisfaction among teachers in colleges affiliated with Mizoram University with reference to teaching experience, aligned with the results of Ayishabi and Amruth (2005). However, contrasting findings were reported by Basu (2016), who identified teaching experience as a significant factor influencing job satisfaction among secondary school teachers. Similarly, Mishra and Rinsangi (2020) found that college teachers in Mizoram with more than 10 years of experience exhibited higher levels of job satisfaction compared to those with less experience. Rinsangi (2019) also reported a significant influence of teaching experience on the job satisfaction of college teachers in Mizoram. Whereas, Klassen and Chiu (2010) found a non-linear relationship between teaching experience and job satisfaction, with satisfaction increasing during early to mid-career but declining thereafter, highlighting a complex interaction between experience and satisfaction.

The absence of a significant relationship between teaching experience and job satisfaction in this study could be attributed to the relatively homogenous work conditions across different experience levels in colleges affiliated with Mizoram University. Factors such as standardized pay scales, consistent administrative practices, and similar professional responsibilities may neutralize the influence of teaching experience on satisfaction levels. The strong emphasis on communal and cooperative values in the cultural context of Mizoram might foster a supportive work environment that mitigates disparities in job satisfaction related to experience. Another possible explanation could be the limited variation in career advancement opportunities within these institutions, which may dampen the influence of experience on satisfaction.

- c) *The study found that there was no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to marital status.*

Discussion: Consistent with the current research, Amarasena et al. (2015) also found no statistically significant differences between job satisfaction and marital status. In contrast to the present finding, Lavingia (1974) found that unmarried teachers were more satisfied than their married counterparts, suggesting that marital responsibilities might impact satisfaction levels. Padmanbhaiah (1986) also identified significant differences between married and unmarried teachers in satisfaction with specific job factors, such as policy matters, job suitability, and students.

The lack of a significant relationship between marital status and job satisfaction in this study may stem from the relatively stable and supportive institutional environment in Mizoram University-affiliated colleges. Shared professional challenges and collective work experiences could overshadow personal factors like marital status in determining job satisfaction. The cultural factors in Mizoram, which emphasize strong community bonds and mutual support, might mitigate the potential stressors associated with marital responsibilities. Furthermore, standardized policies related to workload, pay, and benefits could create a uniform satisfaction level among teachers, irrespective of their marital status.

- d) *The study found that there was a significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to educational qualification.*

Discussion: The study finding aligned with the results of Kakkar (1983). Kakkar's study demonstrated a positive relationship between job satisfaction and educational level, suggesting that higher educational qualifications may lead to greater satisfaction due to increased professional competence, opportunities, or recognition. However, contrasting findings were reported by Ayishabi and Amruth (2005), who observed that job satisfaction was significantly related to teaching competence but was not influenced by educational qualification. Similarly, Ralte's study on college

teachers in Mizoram found no significant effect of educational qualifications on job satisfaction, particularly concerning income and promotion.

The significant relationship observed in this study could be attributed to the enhanced career prospects and professional growth opportunities that often accompany higher educational qualifications. Teachers with advanced degrees may experience greater job satisfaction due to increased recognition, eligibility for higher pay scales, or access to leadership roles within academic institutions. Higher educational qualifications might equip educators with better pedagogical skills and knowledge, leading to improved teaching efficacy and job fulfilment. In the context of colleges affiliated with Mizoram University, institutional policies that reward higher qualifications with promotions or additional responsibilities might also contribute to this difference.

5.2.3 Discussion on the findings related to objective No.3: To compare the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study found that there was no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with regards to type of institution.

Discussion: The findings of the study is in contrast with the findings by Kaur (2016) and Ushasree and Chandraiah (1990) which found significant differences in the level of job satisfaction among professional and non-professional college teachers.

One plausible explanation for the lack of significant differences in this study could be the relatively homogeneous working conditions and institutional policies across colleges affiliated with Mizoram University. Unlike professional and non-professional colleges elsewhere, which often differ markedly in infrastructure, funding, administrative support, and opportunities for professional growth, colleges under Mizoram University may operate under a common governance structure. This uniformity could minimize disparities in the factors influencing job satisfaction, such as workload, remuneration, career advancement opportunities, and access to teaching resources.

Another critical factor could be the absence of stark distinctions between professional and non-professional colleges in Mizoram University's system. Unlike standalone professional colleges in other regions that often have better funding, state-of-the-art facilities, and industry linkages, professional programs under Mizoram University might share infrastructure and resources with non-professional programs, thus narrowing the gap in perceived job satisfaction.

5.2.4 Discussion on the findings related to Objective No.4: To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.

The present study revealed that the majority of teachers in colleges affiliated to Mizoram University exhibit average professional commitment.

Discussion: The findings of the study indicated that the majority of college teachers exhibit an average level of professional commitment, which aligns with Arjunan and Balamurugan's (2013) study on teachers in tribal area schools, where most teachers demonstrated normal or low levels of professional commitment. In contrast, Vanlalfana and Fanai's (2023) research on teacher educators in Lunglei District found that most educators were falling under the "Above Average" category. Malik et al. (2010) also found high level of professional commitment among Pakistan University teachers.

The finding that the majority of college teachers exhibit average professional commitment may be attributed to various institutional, personal, and environmental factors. Teachers in the current study might face challenges such as limited opportunities for professional development, lack of administrative support, or inadequate recognition, which could temper their level of commitment. Unlike contexts where organizational and job satisfaction factors are actively addressed, as noted by Malik et al. (2010), the absence of such initiatives may prevent educators from achieving higher levels of engagement and dedication. The difference in professional commitment levels across studies may stem from variations in geographical, cultural, and organizational contexts. For instance, the relatively higher commitment levels among teacher educators in Lunglei District, as reported by

Vanlalfana and Fanai, could reflect a localized emphasis on professional growth or community-driven motivation. In contrast, the challenges faced by teachers in tribal areas, highlighted by Arjunan and Balamurugan, may reduce their capacity to commit fully to their profession.

5.2.5 Discussion on the findings related to Objective No.5: To compare the professional commitment level of teachers in affiliated colleges of Mizoram University in relation to gender, age, teaching experience, marital status and educational qualification of teachers.

- a) *The study found that there was significant difference in professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender.*

Discussion: The finding aligned with the results of Ahammad (2021), Vanlalfana and Fanai (2023) which also found significant gender differences in professional commitment among teacher educators. However, the current finding contrasts with the results of studies by Surapuramath (2012), Arjunan and Balamurugan (2013), Gupta and Jain (2013), and Gajjar (2014), all of which reported no significant gender-based differences in professional commitment.

The significant gender differences in professional commitment among teachers in colleges affiliated with Mizoram University may be attributed to socio-cultural and organizational dynamics unique to the region. Gender roles and expectations in Mizoram might influence professional attitudes, with societal norms potentially placing different pressures or priorities on male and female educators. Institutional factors, such as opportunities for professional development, recognition, and administrative support, may also be unevenly distributed, indirectly affecting the commitment levels of male and female teachers.

- b) *The study found that there was significant difference in professional commitment among teachers in colleges affiliated to Mizoram University with regards to age.*

Discussion: The study finding aligned with the study by Shoaib and Khalid (2017), which reported that older teacher educators demonstrated higher professional commitment than the younger teacher educators. In contrast, the study diverges from Yadav (2016), who found no significant difference in professional commitment among age groups in a study conducted on private school teachers in Lucknow.

The significant age-based differences in professional commitment among teachers in colleges affiliated with Mizoram University could be attributed to varying career stages, professional maturity, and life experiences. Older teachers, often with more extensive work experience, may exhibit greater commitment due to a deeper understanding of their professional roles, enhanced job stability, and well-established career identities. They are likely to have developed stronger connections with their institutions and a sense of responsibility toward their professional duties. Whereas, younger teachers might face challenges such as adapting to the profession, exploring alternative career paths, or balancing early-career pressures, which could lower their professional commitment.

- c) *The study found that there was no significant difference in professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience*

Discussion: The finding that there was no significant difference in professional commitment among teachers in colleges affiliated with Mizoram University with reference to teaching experience aligned with the results of Singh and Kumar (2015), who reported no noteworthy distinction in professional commitment among secondary school teachers based on their teaching experience. However, the current findings contrast with studies by Surapuramath (2012), Agrawal and Jain (2020), and Mahajan and Kauts (2022), which found significant difference in professional commitment among teachers with reference to their teaching experience.

The absence of a significant difference in professional commitment among teachers based on teaching experience in colleges affiliated with Mizoram University could stem from uniform institutional policies and work environments that maintain consistent professional expectations across all experience levels. This finding may also reflect the impact of a shared professional culture or community, which fosters similar levels of commitment regardless of tenure. The consistent levels of professional commitment may indicate that intrinsic motivators, such as a passion for teaching and dedication to student success, remain stable over time. The contrasting findings in other studies could be attributed to differences in job roles, career advancement opportunities, or institutional support structures that vary with teaching experience. In the Mizoram University context, equitable access to professional development programs and recognition mechanisms may further contribute to the uniformity in commitment levels.

d) The study found that there was no significant difference in professional commitment among teachers in colleges affiliated to Mizoram University with regards to marital status.

Discussion: The finding that there was no significant difference in professional commitment among teachers in colleges affiliated with Mizoram University with respect to marital status aligned with the results of Vanlalfana and Fanai (2023), who also reported no significant difference in professional commitment levels among teacher educators in Lunglei District based on marital status. While studies by Surapuramath (2012) and Ali (2020), both of which found that unmarried teacher educators exhibited higher professional commitment compared to their married counterparts. Ali (2020) further highlighted that there was no correlation between marital status and professional commitment.

The absence of a significant difference in professional commitment among teachers in colleges affiliated with Mizoram University with regards to marital status may be attributed to institutional factors that promote a balanced work environment. Uniform expectations, equitable workloads, and supportive policies may minimize any potential differences in commitment levels between married and unmarried

teachers. The cultural or societal norms in Mizoram might place equal emphasis on professional responsibility regardless of marital status, thereby reducing its influence on professional dedication. The contrasting findings in other studies could reflect differing social expectations or life priorities in other regions, where married individuals may experience greater family obligations that impact their professional focus. Alternatively, unmarried teachers might have more flexibility and time to dedicate to their professional roles, as suggested by Surapuramath (2012) and Ali (2020).

- e) The study found that there was no significant difference in professional commitment among teachers in colleges affiliated to Mizoram University with regards to educational qualification.*

Discussion: The finding that there was no significant difference in professional commitment among teachers in colleges affiliated with Mizoram University with regard to educational qualification aligns with studies by Agrawal and Jain (2020) and Shah et al. (2020). Agrawal and Jain reported that the overall commitment of school teachers did not differ significantly in terms of their educational levels, while Shah et al. found no correlation between academic qualifications and professional commitment among private secondary school teachers. However, this finding contrasts with studies by Gupta and Jain (2013), Gajjar (2014), Shoaib and Khalid (2017), and Ali (2020), all of which observed significant differences in professional commitment based on academic qualifications.

The absence of a significant difference in professional commitment based on educational qualification among teachers in colleges affiliated with Mizoram University may be attributed to institutional factors that emphasize uniform professional standards and expectations across all qualification levels. This uniformity may reflect an organizational culture that values teaching effectiveness and dedication over formal academic credentials. The lack of a difference could suggest that intrinsic motivation and commitment to the teaching profession are more influential in this context than educational attainment. The contrasting findings in other studies may result from differing contexts where advanced qualifications

provide access to leadership roles, research opportunities, or other career incentives that enhance commitment. In Mizoram, such distinctions might be less pronounced, with professional commitment driven by a shared sense of purpose and institutional values rather than academic qualifications.

5.2.6 Discussion on the findings related to Objective No.6: To compare the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study found that there was no significant difference in the professional commitment of teachers in colleges affiliated to Mizoram University with regards to type of institution

Discussion: A review of the existing literature reveals no studies directly addressing professional commitment between professional and non-professional college teachers.

The absence of significant differences in professional commitment between professional and non-professional college teachers in this study can be attributed to the structural and administrative uniformity of colleges under Mizoram University. The university's centralized governance likely ensures consistent implementation of policies regarding teacher responsibilities, pay scales, career advancement opportunities, and professional development programs. These uniform conditions could minimize disparities in factors that typically influence professional commitment.

5.2.7 Discussion on the findings related to Objective No.7: To find out the level of burnout teachers in colleges affiliated to Mizoram University

The study found that the maximum number teachers in colleges affiliated to Mizoram University falls under average level of burnout.

Discussion: The finding aligned with studies by Barutcu and Serinkan (2013), who reported low level of burnout among teachers in Denizli, Turkey, and Yoganand et al. (2019), who found that burnout level among government school teachers in Tamil Nadu were not high. However, the result contrasts with findings by Capel (1992),

who highlighted that 30% of educators globally display distinct symptoms of burnout, and Reddy and Poornima (2012), who reported that a significant proportion of university teachers experience moderate to high levels of occupational stress, with 86% showing signs of professional burnout.

The average and below-average level of burnout among teachers in colleges affiliated with Mizoram University may be due to favorable working conditions and cultural influences that support effective stress management. The educational environment in Mizoram likely fosters collaboration, mutual respect, and colleague support, which help in reducing stress levels. An emphasis on intrinsic motivation and professional satisfaction, rather than overwhelming administrative demands, might contribute to the lower levels of burnout. In contrast to other regions where factors like large class sizes, role ambiguity, and insufficient resources often lead to heightened stress, such challenges may be less significant in Mizoram.

The distinctive socio-cultural setting in Mizoram, characterized by strong community-oriented values, may further alleviate stress and promote resilience among teachers. On the other hand, studies reporting higher burnout levels may reflect environment with more severe systemic issues, such as poor infrastructure, student misconduct, or financial instability, which are less evident in the context of Mizoram University.

5.2.8 Discussion on the findings related to Objective No.8: To compare the burnout level of teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

- a) The study found that there was no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender*

Discussion: The findings of the study aligned with the studies by Bilgen and Genc (2014) and Wulolign et al. (2020) which also found no statistically significant differences in burnout levels across genders. In contrast, other research, such as that

by Chen (2002), Khatun (2013), Nagra and Arora (2013), and Iqbal et al. (2020), identified significant gender differences.

The lack of significant gender differences in burnout level among teachers in colleges affiliated with Mizoram University can be linked to the region's equitable professional environment and fair work allocation. Educational institutions in Mizoram are likely to implement policies and practices that promote equal opportunities and responsibilities for both male and female teachers, thereby reducing potential stress disparities associated with gender. The cultural values of Mizoram, which prioritize community support and respect for all individuals regardless of gender, may foster a workplace environment where men and women face similar professional demands and have comparable access to stress management resources.

This outcome differs from findings in other regions, where gender differences in burnout levels are often associated with systemic issues such as uneven workloads, societal pressures, or varying access to coping strategies. Within the Mizoram colleges, these challenges may be alleviated by institutional support structures and a cultural emphasis on mutual cooperation, resulting in a more consistent experience of occupational stress and burnout between genders.

b) The study found that there was significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to age.

Discussion: In line with the present research, Khatun (2013) revealed significant differences in teacher burnout at the secondary level across different age groups, indicating age as a determining factor. De Nobile (2014) also found age to be significantly associated with three out of four occupational stress domains in Catholic primary schools. However, Hock (1988); Qadimi and Praveena (2013) and Sachdeva and Narwal (2015) observed no significant differences in job burnout based on age among the teachers.

The significant difference in burnout levels among teachers in colleges affiliated with Mizoram University with reference to age could stem from variations in coping mechanisms, workload perception, and career priorities at different life

stages. Younger teachers may face challenges in adapting to the professional environment, dealing with role ambiguity, or balancing personal and professional commitments, which could heighten their susceptibility to burnout. Mid-career teachers might encounter pressure related to career progression or administrative responsibilities, while senior teachers may experience physical fatigue or diminished motivation as contributing factors.

In Mizoram, the support systems and professional environment may mitigate some of these age-specific stressors, but the differences in life experiences and expectations likely persist. This finding suggested that while institutional and cultural factors can provide a degree of protection against burnout, age-related differences in professional experiences and stressors remain influential.

- c) The study found that there was no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to teaching experience.*

Discussion: The research finding aligned with the studies by Hock (1988) and Bilgen and Genc (2014) that found no significant differences in burnout levels with respect to years of teaching experience. Whereas studies conducted by Kumar and Deo (2011); Aftab and Khatoon (2012); Khatun (2013); and Subon and Sigie (2016) found significant differences in teacher burnout at the secondary level based on teaching experience.

The professional culture and supportive institutional practices by the college teachers in Mizoram may be the reason for the absence of significant differences in burnout levels among teachers in colleges affiliated with Mizoram University, irrespective of teaching experience. Equal distribution of workloads and responsibilities across different experience levels may prevent any particular group from feeling disproportionately stressed. Moreover, mentorship programs or collaborative teaching approaches in the academic environment may provide less experienced teachers with the guidance and resources they need to manage stress effectively, while maintaining mutual support across all levels of experience.

This finding differs from contexts where teachers with less experience might struggle with role ambiguity and adapting to job demands, while those with more experience face career stagnation or physical fatigue. In Mizoram, the focus on a supportive, inclusive work environment might reduce these stressors, resulting in similar burnout levels across experience groups. The emphasis on shared professional values and mutual respect in educational settings may play a role in mitigating burnout for teachers at all stages of their careers.

d) The study found that there was no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to marital status.

Discussion: The study finding aligned with studies such as Iqbal et al. (2020) who found no significant differences in burnout levels concerning marital status among government teachers. Similarly, Sachdeva and Narwal (2015) and Bilgen and Ganc (2014) found no significant differences regarding marital status in their study on job burnout among teachers in private professional institutions. In contrast, Nagra and Arora (2013) found significant differences in occupational stress among teacher educators concerning marital status, indicating that marital responsibilities might influence stress levels. Bhuvaneshwari (2013) revealed that married working women experience heightened stress due to long working hours, conflicting family and professional commitments, workplace harassment, and poor work-life balance.

The absence of significant differences in burnout levels among teachers based on marital status in colleges affiliated with Mizoram University could be attributed to the relatively homogeneous distribution of professional demands and resources among married and unmarried teachers. Regardless of marital status, teachers may face similar workloads, administrative expectations, and classroom challenges, which could equalize the experience of burnout across groups.

The professional roles in these institutions might be structured in a way that minimizes the impact of personal life circumstances on work-related stress. Unlike regions where marital responsibilities may disproportionately burden married

individuals, Mizoram's workplace policies and cultural emphasis on collective effort may foster an environment where marital status has a negligible effect on burnout.

- e) The study found that there was significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to educational qualification*

Discussion: The finding aligned with the results of Aftab and Khatoon (2012). Their research indicated that trained graduate teachers experienced higher occupational stress compared to postgraduate and untrained teachers. Whereas, Sachdeva and Narwal (2015) reported no significant differences in job burnout among teachers in private professional institutions concerning their academic qualifications.

The significant differences in burnout levels among teachers with different educational qualifications in colleges affiliated with Mizoram University could be attributed to varying expectations and responsibilities associated with these qualifications. Teachers with higher qualifications, such as postgraduate or doctoral degrees, may be entrusted with additional administrative duties, research obligations, or advanced courses, increasing their workload and stress levels. Whereas, teachers with lower qualifications may experience stress stemming from limited career advancement opportunities or feelings of inadequacy in handling complex academic tasks.

The professional roles and expectations tied to academic qualifications may create differing perceptions of work-related pressures. In Mizoram, the academic and cultural emphasis on professional growth and institutional contribution could exacerbate burnout for highly qualified individuals, while those with less advanced qualifications might face fewer performance-related stressors.

5.2.9 Discussion on the findings related to Objective No.9: To compare the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

The study found that there was no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with regards to type of institution.

Discussion: The finding of the study is in contrast with the finding by Bourgeault et al. (2021) which found significant differences between professional and non-professional workers.

The finding suggests that teachers in both professional and non-professional colleges under the university experience similar levels of burnout. This contrasts with some research conducted in other contexts, where burnout levels were found to vary significantly based on institutional type due to differences in workload, resource availability, and administrative demands.

The absence of marked differences in facilities or expectations between professional and non-professional colleges in Mizoram might contribute to comparable levels of burnout. Unlike in other regions, where professional colleges often demand higher levels of output due to their industry-oriented focus, the professional colleges under Mizoram University may operate within a framework similar to non-professional colleges, thereby equalizing the sources of work-related stress.

5.2.10 Discussion on the findings related to Objective No.10: To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

The study found a negative correlation between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

Discussion:

The finding aligned with the studies by Mentese and Gokalp (2018); Yorulmaz et al. (2017); Esfandiari and Kamali (2016); and Shahab and Ali (2013) which also found a negative correlation between burnout and job satisfaction among teachers. No contrasting studies were identified in the reviewed literature. Most studies consistently found that burnout reduces job satisfaction, though the strength of this relationship varies.

The significant negative correlation between burnout and job satisfaction observed in this study can be attributed to the inherent interplay between the two constructs. Burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, directly affects teachers' capacity to derive satisfaction from their work. When teachers experience high levels of burnout, their ability to engage positively with students, peers, and their teaching environment diminishes, leading to decreased job satisfaction.

In the context of colleges affiliated with Mizoram University, factors such as workload, administrative responsibilities, and limited resources may exacerbate burnout. For instance, time pressure and balancing teaching with non-teaching duties could contribute to emotional exhaustion, as noted by Skaalvik and Skaalvik (2020). Cultural expectations in Mizoram, which emphasize collective responsibility, may amplify teachers' stress if institutional support systems are inadequate. Whereas, a moderate correlation suggests that other factors, such as intrinsic motivation, community support, and alignment with personal values, play a buffering role, preventing burnout from entirely undermining job satisfaction.

5.2.11 Discussion related to Objective No. 11: To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

The study found a negative correlation between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

Discussion: Consistent with the current study, Chavez Jr. (2012); Polat and Iskender (2018); Wang et al. (2020) found negative correlation between burnout and professional commitment in teachers, highlighting that burnout significantly predicts lower levels of commitment. Borg et al. (1991) reported that teachers experiencing greater occupational stress, a precursor to burnout, exhibited reduced professional commitment, with unmet professional recognition needs being a significant factor. No studies were found that contradict to this finding. However, Chavez Jr. (2012) noted that leadership behaviour and organizational climate could buffer the impact of burnout on commitment, indicating potential contextual variations in the relationship.

The negative correlation between burnout and professional commitment observed in this study reflects the detrimental impact of burnout on teachers' ability to maintain dedication to their profession.

In the context of colleges affiliated with Mizoram University, the finding can be attributed to factors such as workload pressures, limited institutional support, and inadequate recognition of teachers' efforts. The centralized administrative system might inadvertently impose uniform expectations on teachers, disregarding individual institutional contexts and resource disparities. Furthermore, the cultural emphasis on community-oriented values in Mizoram may place additional psychological strain on teachers to meet high expectations, exacerbating burnout and eroding commitment.

The moderate strength of the correlation suggests that other factors, such as resilience, intrinsic motivation, and supportive leadership, may mitigate the impact of burnout on professional commitment. Studies like Polat and Iskender (2018) emphasize the role of resilience and positive organizational climates in buffering burnout's adverse effects, which could also apply in the colleges of Mizoram.

5.2.12 Discussion related to Objective No.12: To analyse the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

The study found a moderate positive correlation between job satisfaction and professional commitment among teachers in colleges affiliated to Mizoram University.

Discussion: In alignment with the present research, Shukla (2009); Basu (2016); Bashir (2017); and Sharma and Raj (2019) found a positive correlation between professional commitment and job satisfaction among the teachers. Whereas Velde (2021) found that while employees of Al Dar University College were committed to the institution, dissatisfaction with growth opportunities and supervisors indicated that job satisfaction and professional commitment may not always align perfectly.

The positive correlation observed between job satisfaction and professional commitment emphasize the symbiotic relationship between these two constructs. Job satisfaction likely enhances professional commitment by fulfilling intrinsic and extrinsic needs, such as recognition, autonomy, and positive work relationships. Satisfied teachers are more inclined to engage deeply with their professional roles, align with institutional goals, and sustain their commitment to the profession.

The moderate strength of the correlation also indicates that other factors, such as job security, organizational policies, and external stressors, may influence professional commitment. Addressing these factors through targeted interventions, such as enhancing professional development opportunities, fostering inclusive decision-making, and recognizing individual achievements, could further strengthen the relationship between job satisfaction and professional commitment among teachers in Mizoram.

5.3.0 EDUCATIONAL IMPLICATION OF THE STUDY

The present study entitled job satisfaction, professional commitment, and burnout of teachers in colleges affiliated with Mizoram University holds significant educational implications for both policymakers as well as teachers and academic

institutions within the state. The importance can be for several reasons, especially in the context of improving the quality of education, supporting teacher well-being, and ensuring sustainable institutional growth. The findings of this research reveal the interplay between these three critical factors- job satisfaction, professional commitment and burnout and underscore the necessity of addressing them for the benefit of both educators and students. Understanding the relationship between these factors is crucial for creating a supportive and productive teaching environment, which ultimately affects the quality of education provided to students. The implications are put forward with a focus on strategies that can be implemented to enhance job satisfaction, professional commitment, and reduce burnout among teachers.

First, based on the facts availed through the research findings, policy makers and administrators can have a vivid knowledge and clear perspective regarding the current situation in which teachers in colleges affiliated to Mizoram University stand with regards to the three different variables under study. The knowledge can be instrumental in tailoring timely need based as well as evidence-based strategies and initiatives to be implemented for the well-being of the teachers.

Second, the finding from the study reveals that teachers in Mizoram exhibit favourable result wherein, most of the teachers fall into the average satisfaction category with regards to job satisfaction, majority of teachers fall into average and above average category with regards to professional commitment, and majority of teachers report average and below average level of burnout. This result though favourable does not indicate total absence of the three variables under study. The existence can be witnessed in certain number of teachers. Therefore, it is crucially significant that timely actions be taken effective, because the issues bring about detrimental effect when not attended on time. This study emphasizes the need to focus on the well-being of teachers to ensure they can perform their duties optimally, thus enhancing the quality of education.

Third, as the study indicates differences in the three-variable based on age where teachers above 40 years show more promise and favourable outcome

compared to their younger counterpart, it becomes imperative that the expertise and knowledge accumulated with age be generated to younger teachers. Mentorship programs that pair experienced teachers with younger faculty could help guide younger teachers, ensuring professional development across different age groups. These targeted interventions would contribute to a more motivated and dedicated teaching workforce, benefiting both teachers, students and the institution as a whole.

Fourth, the study underscores the significance of professional development in enhancing job satisfaction and professional commitment and decreasing burnout among teachers. Teachers with Ph.D degree fare far better compared to teacher with master degree. This shows the importance of persistent professional development and higher educational qualification among teachers. This study urges institutions as well as administrators to recognize and address these needs by offering career advancement opportunities and professional development programs for the teachers.

Fifth, the research can inform and aid in initiating the development of purposeful and periodical guidance and counselling, regular workshops, seminars and training programs that specifically target the identified developmental needs of college teachers in Mizoram. These programs can offer support in areas such as decision-making, communication, time management, stress management, equipping teachers with up-to-date skills as well as knowledge and professional growth. By addressing these aspects, colleges can contribute to the overall well-being and sound mental health of their teachers.

Sixth, prevalence of dissatisfaction, lack of professional commitment and burnout witnessed from the findings urges for the development of comprehensive as well as persistent monitoring and feedback mechanism to timely address the issues among teachers. By tailoring this kind of mechanism, administrators as well as institutional heads can have a better knowledge about the actual situation of their employees so that timely interventions can be rendered. This approach is likely to result in improved academic performance, increased motivation, deeper satisfaction and better overall well-being of college teachers.

Seven, the study's educational implications extend beyond just the teachers and touch upon the broader aspect of the society. Teachers who possess strong job satisfaction, professional commitment, and minimal burnout are better equipped to nurture and develop the next generation of students as per the evolving demands of the 21st century. They contribute not only to students' academic development but also their social and personal growth inculcating qualities such as effective problem-solving, critical thinking, resilience and empathy. By fostering well-rounded individuals, college teachers in Mizoram can play pivotal role in building a healthy and sound society.

In conclusion, this study underscores the critical importance of addressing teacher burnout, job satisfaction, and professional commitment within colleges affiliated to Mizoram University. By improving these aspects, educational institutions can create a more supportive, effective, and engaging teaching environment, which in turn will have a positive impact on the overall educational outcomes for students. The findings serve as a foundation for future research and policy-making aimed at fostering a healthier, more committed teaching workforce.

5.4.0 RECOMMENDATIONS

Following are the recommendations put forward to reduce burnout so that job satisfaction and professional commitment can be improved among teachers in colleges affiliated to Mizoram university.

5.4.1 Recommendations based on: Findings related to Job Satisfaction among teachers in colleges affiliated to Mizoram University

Based on the findings of the study on job satisfaction among teachers in colleges affiliated to Mizoram University, few recommendations are made to enhance teachers' job satisfaction and address the identified areas for improvement:

- 1. *Tailored interventions:*** Implementing tailored interventions like counselling, conflict resolution, and mentoring for dissatisfied teachers would be very helpful. Creating open channels for feedback will help identify specific concerns and improve job satisfaction.

2. ***Peer support and collaboration:*** Pairing experienced faculty with newer teachers can be meaningful to provide guidance, support, and a sense of community.
3. ***Provision of opportunity for enhancement of professional development:*** Educational institutions can provide opportunities for teachers to pursue higher education, professional development courses, and research sabbaticals. This will enhance job satisfaction and promote continued growth and commitment within the teaching profession.
4. ***Development of work environment:*** Educational policies should prioritize fairness and inclusivity, offering equal support and development opportunities to all teachers, regardless of gender, marital status, or expertise, fostering a balanced and supportive work environment.
5. ***Continuous Monitoring and Feedback Mechanisms:*** Continuous monitoring and feedback mechanisms, such as surveys and interviews, allow institutions to stay responsive to teachers' evolving needs, ensuring timely interventions and sustained improvements in job satisfaction and institutional support.

5.4.2 Recommendations Based on: Findings related to Professional Commitment among teachers in colleges affiliated to Mizoram University

Based on the findings, the following recommendations are proposed to address professional commitment issues and improve teacher commitment towards their profession:

1. ***Skill-building workshops:*** To foster deeper commitment towards the profession structured career progression paths, regular skill-building workshops, and leadership training opportunities for early-career teachers would be beneficial to not only boost their professional commitment but also improve their motivation.
2. ***Focus on internal factors:*** Considering internal aspects which includes work environment, leadership, and teacher-student relationships should be given consideration. Better involvement and deeper commitment would result from

developing a feeling of community and collaboration, opening up chances for cross-disciplinary research, and improving the teaching-learning process in colleges.

3. ***Improving teacher Participation:*** Improving teacher involvement is a must to build commitment among teachers. Involving teachers in institutional planning and policy-making processes can be helpful.
4. ***Fostering a Collaborative Culture:*** Promoting teamwork and collaboration among faculty is imperative for good working environment. Initiatives such as faculty retreats, collaborative research projects, and interdisciplinary teaching teams can be organised.
5. ***Monitoring and Feedback:*** Monitoring and feedback with the help of focus groups, one-on-one discussions, or anonymous surveys should be conducted so that policies, procedures, and support systems that directly affect teachers' commitment to their profession be regularly improved.

5.4.3 Recommendations Based on: Findings related to Burnout among teachers in colleges affiliated to Mizoram University.

The following recommendations are proposed to address burnout and improve teacher well-being:

1. ***Support programmes for Younger Teachers:*** To address and reduce burnout of younger teachers, tailored support programs such as mentorship, time management, and stress management workshops can be introduced.
2. ***Workload Management:*** Regularly assessing and adjusting faculty workloads to prevent excessive teaching hours and ensuring a balanced distribution of responsibilities for all is ideal for teachers' well-being.
3. ***Initiative with regards to Work-Life Balance:*** It is important that certain initiatives be implemented like flexible work hours, wellness programs, and social engagement activities to improve work-life balance of teachers in colleges.

4. ***Physical and mental health support:*** It is imperative that access to counselling, stress management workshops, and mental health resources be provided teachers to foster physical and mental well-being.
5. ***Persistent Monitoring of Burnout:*** To monitor burnout levels among teachers, administration should conduct regular burnout surveys or feedback systems. Timely data availed through the process will help in designing interventions that address emerging burnout trends.

5.4.4 CONCLUSION FOR RECOMMENDATION

The findings of this study provide a clear indication that while the majority of teachers in colleges affiliated to Mizoram University are experiencing low to moderate burnout levels, average job satisfaction and professional commitment, targeted interventions are needed for specific groups such as younger teachers, those with Master's degrees, and those facing heavy workloads. Implementing the recommendations above could help mitigate burnout, promote job satisfaction, and improve overall professional commitment among teachers, fostering a more sustainable and healthier academic environment.

5.5.0 SUGGESTION FOR FUTURE RESEARCH ON JOB SATISFACTION, PROFESSIONAL COMMITMENT, AND BURNOUT OF TEACHERS IN COLLEGES AFFILIATED TO MIZORAM UNIVERSITY:

1. Longitudinal Studies can be conducted to trace how burnout, professional commitment, and job satisfaction among teachers in Mizoram evolve over an extended period of time. The study will help us in understanding how these factors change over time as well as the long-term impact of interventions implemented based on previous findings.
2. Personal factors like work-life balance, health, family obligations, and coping strategies play a vital role in determining levels of job satisfaction, professional commitment, and burnout in teachers. Therefore, research examining the ways in which coping mechanisms, individual resilience, and personal life circumstances influence these variables can be carried out.

3. Institutional support systems to a great extent determines the levels of teachers' burnout, professional commitment, and job satisfaction. Research examining the ways in which institutional rules, career development opportunities, mentorship, and administrative support influence these factors can be carried out which can guide colleges in creating conducive environment for the teachers.
4. Society and culture play a very crucial role in every individual life including the teachers in Mizoram. Research study in this context examining the ways in which Mizoram's social and cultural milieu affects teachers' burnout, professional commitment and job satisfaction can be conducted. Teachers in this area may be particularly impacted by local educational standards, cultural values, and societal expectations. Examining the ways in which these elements influence teachers' attitudes towards their jobs and commitment to the field may provide important information for creating regional approaches to enhance teachers' well-being.
5. Comparative research can be undertaken to compare job satisfaction, professional commitment and burnout of teachers in colleges affiliated to Mizoram University with those from other states or regions in India to identify potential regional disparities or variations and their impact on these on the well-being of teachers.
6. With regards to job satisfaction, professional commitment and burnout, investigation or research can also be conducted for teachers in other areas such as schools and other institution within the state to gain insight into the actual conditions of teachers so that needed and timely assistance can be provided.

5.6.0 CONCLUSION:

In conclusion, this study sheds light on the levels of burnout, job satisfaction, and professional commitment of teachers in colleges affiliated to Mizoram University, revealing key insights that can be useful for enhancing the well-being of teachers and improving the quality of education in Mizoram. The study highlights that, overall, teachers experience relatively average and below average level of burnout and average level of job satisfaction and professional commitment. While the results portrayed by the research seem positive, the presence of factors contributing to burnout, job dissatisfaction, and lack of professional commitment clearly exists among teachers in colleges of Mizoram. It necessitates timely intervention to prevent them from worsening. The factors that exist when not timely addressed can have detrimental effects not only on teachers' well-being but also on student's outcome, overall educational environment and the community as a whole. The research, based on the findings, emphasized on the significance of continuous professional development and formulation of adequate career progression plan as teachers with higher educational qualification tend to report higher job satisfaction and professional commitment with lower level of burnout. Additionally, older teachers were found to possess higher job satisfaction and lower burnout indicating that age and teaching experience play significant role in shaping level of job satisfaction and burnout of an individual towards the profession. This implies that initiatives inclusive of knowledge-sharing and mentorship programs may help close the gap between faculty members with regards to age and experience. Furthermore, the study emphasizes that teaching profession being a very demanding profession constantly come across different challenges which needs to be addressed on time for the optimum benefit of the students. The challenges that occur constantly causes disparities in the level of burnout, job satisfaction and professional commitment among teachers. Consistent feedback and monitoring mechanism should be established so that emerging issues can be timely identified and addressed proactively.

Ultimately, the research underscores the need for proactive measures to support teachers' well-being, enhancing their job satisfaction, and fostering a higher

level of professional commitment. By doing so, it will not only improve job satisfaction and reduce burnout but also contribute to a more engaged, motivated, and committed teaching workforce, benefiting teachers, students and the society at large.

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ANNEXTURE 1

List of Colleges/Institution Affiliated to Mizoram University

| Sl. No | Name of College | Nature of Affiliation | College website |
|--------|---|-----------------------|--|
| 1 | Govt. Lunglei College, Lunglei, Pin No. 796701 District: Lunglei. | Permanent | www.lgc.ac.in |
| 2 | Govt. Champhai College, Champhai, Pin No. 796321 District: Champhai. | -do- | www.champhaicollege.edu.in |
| 3 | Govt. Serchhip College, Serchhip, Pin No. 796181 District: Serchhip. | -do- | office@gsc.edu.in |
| 4 | Govt. Aizawl College Sikulpukawn, Pin No. 796001 Aizawl, District: Aizawl. | -do- | e-mail – aizawlcollege75@gmail.com www: gac.ac.in |
| 5 | Institute of Advanced Study in Education (CTE), Republic Field Veng, Aizawl Pin No. 796005, District: Aizawl | -do- | www.iasemz.net iasemz.edu.in |
| 6 | Govt. Saiha College, Saiha, Pin No. 796901 District: Saiha | -do- | e-mail – govtsaihacollege78@gmail.com |
| 7 | Govt. Kolasib College, Kolasib, Pin No. 796081 District: Kolasib | -do- | e-mail – govtkolasibcollege@gmail.com |
| 8 | Govt. Hnahthial College, Hnahthial, Pin No. 796571 District: Lunglei | -do- | www.hnahthialcollege.edu.in |
| 9 | Govt. Hrangbana College, Chanmary, Aizawl, Pin No. 796007, District: Aizawl | -do- | ghbc.edu.in |
| 10 | Govt. Lawngtlai College, Lawngtlai, Pin No. 796891 District: Lawngtlai. | -do- | www.lawngtlaicollege.mizoram.gov.im |
| 11 | Govt. Zirtiri Residential Science College, Ramthar Veng, Aizawl Pin No. 796001, District: Aizawl. | -do- | www.gzrsc.edu.in |



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Prof. (Dr.) Madhu Gupta (Rohtak)
Ms. Surekha Rani (Rohtak)

Consumable Booklet of

TBS-GMRS

(English Version)

Please fill in the following entries :

Date

| | | | | | | | | | |
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Name _____ **Father's Name** _____

Date of Birth

| | | | | | | | |
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Gender : Male ☐ **Female** ☐

Institution _____ **City/Place** _____

Type : Govt. ☐ **Aided** ☐ **Private** ☐ **Area : Urban** ☐ **Rural** ☐

Marital Status : Unmarried ☐ **Married** ☐ **Widow/Widower** ☐ **Divorcee** ☐

INSTRUCTIONS

On the following pages 40 statements regarding your work and working conditions have been given. Kindly read each statement carefully and decide your response on any one of the Five alternatives, viz., **Always, Often, Sometimes, Rarely** and **Never** whichever is close to your situation and put a ☒ mark in the appropriate cell given.

Kindly do respond to all the 40 statements.

Rest assured, your answers will be kept confidential.

Scoring Table

| | Raw Score | | | z-Score | Level of Burnout |
|-------|-----------|---|---|---------|------------------|
| Page | 2 | 3 | 4 | | |
| Score | | | | | |
| Total | | | | | |

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| Sr. No. | STATEMENTS | Always | Often | Some- times | Rarely | Never | SCORE |
|---------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 1. | I have no enthusiasm for the job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 2. | I feel that my colleagues jealous with me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 3. | I feel that behavior of the head of the institution is partial to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 4. | I am not satisfied with the salary and incentives I receive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 5. | I get annoyed when students come habitually late in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 6. | I feel irritated by minor arguments with my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 7. | I feel that my institution is not supportive in work-family issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 8. | I find myself incompetent to teach in the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 9. | I feel irritated due to unnecessary arguments of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 10. | I feel exhausted due to long work hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 11. | I don't feel myself the part of the institutional family. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 12. | I feel that I am in a wrong profession. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 13. | I feel exhausted when students shout loudly in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 14. | I feel that my colleagues blame me for some of their problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 15. | I find my institutional climate stressful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page 2

| Sr. No. | STATEMENTS | Always | Often | Some- times | Rarely | Never | SCORE |
|---------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 16. | I feel that students are unable to understand what I teach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 17. | I feel irritated when students use abusive language with other students and teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 18. | My colleagues are not helpful to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 19. | I find my institutional climate dull and boring. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 20. | I feel that I am not as efficient as I must be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 21. | I become annoyed when students ignore the directions given by me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 22. | I don't like to work with my colleagues due to their negative feedback. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 23. | I feel that I don't get opportunities corresponding to my educational qualifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 24. | I feel that I am not able to work effectively under the pressure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 25. | I lose my temper when students make complaints against their fellows. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 26. | My opinion is not respected by my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 27. | I find that there is no job security in the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 28. | I feel that I am unable to manage student's behaviour in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page 3

| Sr. No. | STATEMENTS | Always | Often | Some- times | Rarely | Never | SCORE |
|---------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 29. | I feel dissatisfied regarding the performance of the students in the exam. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 30. | Due to groupism, there is lack of friendly atmosphere in the staff room. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 31. | I am not satisfied with the infrastructure and other facilities in the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 32. | I find it difficult to interact with the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33. | I feel disturbed when students don't show interest in what I teach. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34. | I feel that there is lack of understanding between me and my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35. | I am dissatisfied with promotion system based on seniority not on qualifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36. | I feel that I am not able to achieve my set goals on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 37. | I feel that I can't discuss my personal problems with my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38. | I feel that I have lack of mastery and expertise to teach my subjects. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 39. | I feel disturbed when students do not complete their homework timely. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 40. | I get annoyed seeing students chatting with one another during teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page 4

| | | | |
|----|---|------|---|
| 12 | Govt. Mamit College, Mamit, Pin No. 796441 District: Mamit. | -do- | www.mamitcollege.edu.in |
| 13 | Govt. J.Buana College Bazar Veng, Lunglei Pin No. 796701, District: Lunglei | -do- | http://jbc.edu.in |
| 14 | Govt. Mizoram Law College, Zomi Villa, Tuikual 'C' H. Thangzova Buldg, Aizawl Pin No. 796001, District: Aizawl | -do- | http://mlc.mizoram.gov.in |
| 15 | Govt. Saitual College, Saitual, Pin No. 796261 District: Saitual District | -do- | Saitualcollege.edu.in |
| 16 | Govt. Khawzawl College, Khawzawl, Pin No. 796310 District: Champhai. | -do- | www.gkzc.edu.in |
| 17 | Govt. Zawlnuam College, Zawlnuam, Pin No. 796471 District: Mamit. | -do- | e-mail – dawlasinha@gmail.com |
| 18 | Govt. Aizawl North College, Ramhlun, Aizawl, Pin No. 796012 , District: Aizawl | -do- | Ganc.mizoram.gov.in |
| 19 | Govt. Aizawl West College, Dawrpui Vengthar, Aizawl Pin No. 796001, District: Aizawl. | -do- | www.gawc.edu.in |
| 20 | Govt. J. Thankima College, Bawngkawn, Aizawl Pin No. 796014, District: Aizawl. | -do- | https://www.trcollege.net www.jtc.edu.in e-mail - jthankimacollege@rediffmail.com |
| 21 | Govt. Kamalanagar College, Chawngte, Mizoram, Pin No 796772, District: Lawngtlai | -do- | www.gknc.in |
| 22 | Govt. Johnson College, Shivaji Tillah, Khatla, Aizawl, Pin No. 796001, District: Aizawl | -do- | e-mail – gjcmizoram@gmail.com website- gjc.ac.in |
| 23 | Govt. T.Romana College | -do- | ----- |

| | | | |
|----|--|-------------|---|
| | Republic Field Veng, Aizawl Pin No. 796005, District: Aizawl | | |
| 24 | Regional Institute of Paramedical & Nursing Sciences, Zemabawk, Aizawl, Pin No. 796017 District | -do- | www.ripans.ac.in e-mail – ripans.aizawl@gmail.com |
| 25 | NIELIT, Zuangtui, Aizawl, Pin No. 796017, Distirct: Aizawl | -do- | e-mail – dir_aizawl@nielit.gov.in Website – Aizawl.nielit.gov.in e-mail – mconfalkawn@gmail.com chhanifanai@gmail.com mcon- dhme@mizoram.gov.in |
| 26 | Mizoram College of Nursing, Falkawn, Aizawl, Pin No. 796005 District: Aizawl. | -do- | mconfalkawn@gmail.com chhanifanai@gmail.com mcon- dhme@mizoram.gov.in |
| 27 | Higher & Technical Institute of Mizoram, Falkawn, Pin No.796701 Chandmari –III, Lunglei Distirct: Lunglei | -do- | e-mail – hatimoffice@gmail.com www.hatim.ac.in |
| 28 | Aizawl City College c/o J.L.High School Khatla, Aizawl Pin No. 796001 Aizawl, Mizoram | Provisional | e-mail – aizawlcitycollege@gmail.com www.aizawlcitycollege.in |
| 29 | Divine Mercy College Bawngkawn- Lunglei Road Aizawl, Mizoram-796014 | -do- | e-mail – dmcaizawl@gmail.com |
| 30 | Helen Lowry College Vaivakawn- 796009 Aizawl, Mizoram | -do- | e-mail – helenlowrycollege@gmail.com www.helenlowrycollege.in .in www.dietaizawl.weebly.com |
| 31 | DIET, Chaltlang, Aizawl, Mizoram Pin No. 796012 | -do- | www.dietaizawl.weebly.com e-mail - dietaizawl01@gmail.com |
| 32 | DIET, Lunglei Melte, Ramzotlang Lunglei, Mizoram Pin No. 796691 | -do- | www.dietlunglei.weebly.com e-mail – dietlunglei02@gmail.com |
| 33 | SCERT, Chaltlang Aizawl,Mizoram | -do- | e-mail - bedspl.scert@gmail.com |

| | | | |
|----|---|-------------|--|
| | Pin No. 796012 | | www.scert.mizoram.gov.in |
| 34 | Zoram Medical College Falkawn, Mizoram Pin No. 796005 | Permanent | zmc@zmc.edu.in www.zmc.edu.in |
| 35 | College of Nursing Synod Hospital, Durtlang, Aizawl-796015 Mizoram | Provisional | e-mail – synodnursingschool@gmail.com |
| 36 | Mizoram Christian College | -do- | mizoramchristiancollege.org |
| 37 | Faith College | -do- | e-mail – faithcollegeaizawl@gmail.com |
| 38 | Kawnpui College | -do- | e-mail – Kawnpuicollege123@gmail.com |
| 39 | B.N.College of Nursing | -do- | e-mail – Bncollegeofnursing@gmail.com |

(Source: College Development Council, Mizoram University)



Consumable Booklet
of

Dr. Ravinder Kaur (Ludhiana)
Dr. Sarbjit Kaur Ranu (Ludhiana)
Mrs. Sarvjeet Kaur Brar (Ludhiana)

P C S T-KRB
(English Version)

Please fill in the following Informations : Date

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Name _____

Father's Name _____

Date of Birth _____ Sex : Male ☐ Female ☐

Level of Teaching : Primary ☐ Upper Primary ☐ Secondary ☐ Hr. Secondary

Qualifications _____

Teaching Experience in Years _____

Name of the Institution _____

_____ City _____

INSTRUCTIONS

- You are requested to read each statement carefully and also see to what extent that statement is applicable in your case. For indicating the degree of applicability a five-point scale is given against each statement i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.
- Please Tick Mark only one response that is true for you.
- You have to Mark only one response that is true for you.
- You are requested to indicate your answers without hesitation and with utmost degree of honesty.
- The information given by you will be kept confidential.
- Kindly give your response to all the 45 statements.

Scoring Table

| Area | A | B | C | D | E | Total | Interpretation |
|-------|---|---|---|---|---|-------|----------------|
| Score | | | | | | | |

Total Score Z-Score

Interpretation

Estd. 1947

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LG-2, Nirmal Heights, Near Mental Hospital, Agra-282 007

| Sr. No. | STATEMENTS | RESPONSE | | | | | Score |
|------------|------------|-------------------|-------|----------------|---------------|----------------------|-------|
| | | Strongly Agree | Agree | Undeci- ded | Dis- agree | Strongly Disagree | |

(A)

1. I help my students to develop an optimistic outlook.
2. I control the problem of absenteeism by making my teaching a joyful experience.
3. I find it impossible to pay equal attention to all students.
4. I feel as a teacher I have nothing to do with pupils having psychological problems.
5. I remain duty bound for all round development of my students.
6. I pay least attention to bright students.
7. I feel no need for planning and preparing for teaching.
8. I pay no consideration to abilities of students while assigning them homework.
9. I ignore the students asking questions I am unable to answer.

[illegible]

Score of A

(B)

10. I believe that students can become good citizens only when teachers are good teachers.
11. I remain sensitive to what people think of teachers in our society.
12. I feel its none of my duty to motivate students for participating in social welfare projects.
13. I do not fritter away my time in school by discussing social problems.
14. I do not descriminate my students on grounds of caste and religion.
15. I am especially watchful of events happening in my neighbourhood.
16. I am of the view that teacher is a significant agent of social change.

[illegible]

| Sr. No. | STATEMENTS | RESPONSE | | | | | Score |
|------------|------------|-------------------|-------|----------------|---------------|----------------------|-------|
| | | Strongly Agree | Agree | Undeci- ded | Dis- agree | Strongly Disagree | |

17. I believe that upliftment of society is the concern of social workers only.

☐ ☐ ☐ ☐ ☐

18. I believe other occupations are more important to society than teaching.

☐ ☐ ☐ ☐ ☐

Score of B

(C)

19. I heartily give priority to my professional work over other activities.

☐ ☐ ☐ ☐ ☐

20. Teaching profession appears to be interesting in the beginning only.

☐ ☐ ☐ ☐ ☐

21. I get upset when any one speaks ill of teaching profession.

☐ ☐ ☐ ☐ ☐

22. I work even on holidays when circumstances demand.

☐ ☐ ☐ ☐ ☐

23. I find my job tiresome due to heavy workload.

☐ ☐ ☐ ☐ ☐

24. I hate to be assigned duties in the absence of the needed resources.

☐ ☐ ☐ ☐ ☐

25. I would change my profession if I am offered higher salary elsewhere.

☐ ☐ ☐ ☐ ☐

26. I am convinced that there are more life-disadvantages than advantages in teaching profession.

☐ ☐ ☐ ☐ ☐

27. I find it difficult to remain fully committed to my profession in present day situations.

☐ ☐ ☐ ☐ ☐

Score of C

(D)

28. I feel attending seminars and conferences is sheer wastage of time.

☐ ☐ ☐ ☐ ☐

29. I believe that achieving excellence is a journey that never ends.

☐ ☐ ☐ ☐ ☐

30. I think that teaching is a profession which requires continuous learning.

☐ ☐ ☐ ☐ ☐

31. I am left with no time to go through educational journals and magazines.

☐ ☐ ☐ ☐ ☐

| Sr. No. | STATEMENTS | RESPONSE | | | | | Score |
|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | |
| 32. | I find nothing is lacking in my ways and practices of teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33. | I think teaching methods of the past were far better than present day methods. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34. | I feel teaching profession tends to make people lazy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35. | I remain critically aware of my shortcomings as a teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36. | I find that scope of excellence in the field of teaching is limited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Score of D | | | | | | | <input type="text"/> |

(E)

| | | | | | | | |
|------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 37. | I frankly express my views and opinions on value-matters in the presence of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38. | I feel it's not bad to take up tuitions for improving living standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 39. | I heartily appreciate students sticking to values of life in their day to day conduct. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 40. | I feel strongly angry over the use of filthy language by people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 41. | I remain professionally bound to play role model for my students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 42. | I maintain the standards of honesty whatever the existential situations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 43. | I believe teachers hardly determine the moral standards of a nation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 44. | I feel ashamed of myself if any of my students commits an immoral act. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 45. | I am convinced that teachers are bound to command honour of their society if they follow the principles of professional ethics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Score of E | | | | | | | <input type="text"/> |



Dr. (Mrs.) Nasrin (Aligarh)
Dr. (Mrs.) Afshan Anees (Aligarh)

Consumable Booklet
of
TJSQ-NAA
(English Version)

Please fill in the following informations : Date

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Name _____

Father's Name _____

Date of Birth _____ Gender : Male ☐ Female ☐

Designation _____ Experience In Years. _____

Institutions _____

Govt. ☐ Private ☐ Aided ☐ Rural ☐ Urban ☐

Instructions

On the following pages 42 statements about job satisfaction have been given. For the purpose of responding to each statement five points, viz., **Strongly Agree (SA)**, **Agree (A)**, **Undecided (UD)**, **Disagree (DA)** and **Strongly Disagree (SD)** have been given against each statement. Read each statement carefully and decide your response on the five points and put a ☒ mark in the appropriate box ☐ which is more close to your response.

Please answer to all 42 statements.

Your responses will be kept confidential.

SCORING TABLE

| Page | Raw Score | | | z-Score | Grade | Level of Job Satisfaction |
|-------------|-----------|---|---|---------|-------|---------------------------|
| | 2 | 3 | 4 | | | |
| Score | | | | | | |
| Total Score | | | | | | |

Est'd. 1938

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LG-1 & 2, Nirmal Heights, Near Mental Hospital, Agra-282 007

| Sr. No. | STATEMENTS | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Score |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 1. | I feel pleasure when I teach in the class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 2. | I adopted teaching profession by force. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 3. | I have good relationship with my students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 4. | Students are free to ask me problem at any time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 5. | I solve my students' problem in free time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 6. | I have a very good relation with my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 7. | I like to discuss my problems with school principal and colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 8. | I feel pleasure when I meet my colleagues and other authorities of the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 9. | Head of the institution guides me in my task. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 10. | Responsibilities of activities other than teaching should be distributed according to the teachers' ability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 11. | I feel complete satisfaction lies in teaching profession. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 12. | In institution teachers gets a chance to enhance their knowledge in their own area of specialization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 13. | Teacher can build a bright future of their student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 14. | Teacher is learner throughout his / her life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page No. 2

| Sr. No. | STATEMENTS | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Score |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 15. | It is the duty of the teacher to maintain family profile beside academic record of each student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 16. | When I evaluate the examination copy, I never see the name of the student. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 17. | I do not finally evaluate any student only on the basis of academic performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 18. | I am satisfied with my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 19. | Working conditions of my work place is congenial. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 20. | I always realise that God has given me a chance to tone up the future of younger generation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 21. | I feel honoured being a teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 22. | I feel happy when extra work is assigned to me by school authorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 23. | I like teaching profession because it gives several opportunities to do something new for the society. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 24. | I like teaching profession because as it is a prestigious job of the society. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 25. | I feel proud of my duties for making future of the Nation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 26. | I plan out lesson before teaching in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 27. | I like to adopt new methods of teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 28. | I give opportunity to the students for participation in learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 29. | I like to divide whole lesson into parts so that all the students are able to understand me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page No. 3

| Sr. No. | STATEMENTS | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Score |
|---------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 30. | I try to make teaching more interesting and meaningful by using teaching aids. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 31. | I often use teaching aids which are simple and related to the topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 32. | I always remain ready to remove the confusions of the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33. | I evaluate the level of learning of students by asking questions during teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34. | I am responsible to complete each and every section of the syllabus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35. | I apply different method of teaching like discussion method, lecture method, question-answer method in order to make teaching more interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36. | I divide the class in groups and allow them to discuss the taught topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 37. | I always give a chance to each student to express his ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38. | I like my students very much. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 39. | I always remain enthusiastic to do something new to make teaching profession a noble one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 40. | I pay heartiest respect and regards to college authorities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 41. | I like to write research papers as writing work that gives me great satisfaction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 42. | I often go to attend seminar / conferences as they help me to raise the level of my teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Total Score Page No. 4

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Gender as a Determining Element of Burnout among Secondary School Teachers: A Study of B.Ed Multimode Students of IASE, Mizoram

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Abstract

This study aims to investigate burnout among secondary male and female teachers in Mizoram. The subject of the study comprised of the B.Ed multimode students of Institute of Advanced Studies in Education (IASE) and data were collected among a sample of 140 trainees. The study adopted descriptive survey method and the tool used was Teacher's Burnout Scale (TBS-GRMS) developed and standardized by Prof. Mandhu Gupta and Ms. Surekha Rani. From the result no significant difference was found in burnout among male and female B.Ed Multimode students the B.Ed multimode students. The study suggests that many reasons like good institutional support, good relationship among colleagues, collegiality and favorable institutional climate can contribute to the absence of gender difference burnout among teachers.

Keywords: Gender, Burnout, B,Ed Multimode, IASE

INTRODUCTION

The importance of teachers is obvious at every level educational process. A teacher serves as the vehicle for bringing goals and plans to reality. Therefore, in order to accomplish this, the teacher must be in good physical and mental health. Teaching is more than just imparting knowledge about topics like language, physics, or arithmetic; it is also the basic foundation of the individual's ability to learn and adopt a suitable lifestyle and choose the appropriate moment. As a result, it is an ongoing process that transcends temporal, domain, and geographic borders.

The requirements of becoming a good educator in today's schools are challenging and occasionally stressful for many teachers. Teaching profession is particularly more stressful than the average stress levels of individuals working in other human service-related occupations. Researchers suggest that the stress in the teaching profession affects the general health, teaching career, students' achievement gains, and well-being of teachers (Chen, 2002; Hakanen et al., 2006; Skaalvik and Skaalvik, 2009). Rockwell (2021) opined that burnout is a state of chronic exhaustion that occurs after prolonged periods of stress. A large number of teachers have suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. Teachers' burnout is an ongoing problem in school systems

throughout the world. Good (1959) defined teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

There could be numerous ways for teachers to become burned out. Kumar (2020) pointed out various factors of teachers causing burnout such as age, sex, conjugal status, sort of family, number of wards, life partner's business status, capabilities, assignments, nature of school and employment, workplace, time of understanding and salary and also suggested the existence of connection between these factors and stress. Singh and Rani (2015) observed that stress reduces teachers' efficiency and effectiveness due to mood disturbance, psychological distress, anxiety, lowered morale, cardiovascular disease and fatigue. Only a few studies in the Indian context focus on burnout among secondary school teachers. Moreover, there has been little research into the main effects and interactions of gender on burnout of teachers. Thus, this study is an endeavour to investigate the burnout among secondary school teachers with reference to gender.

RATIONALE OF THE STUDY

Burnout has a negative impact on job satisfaction of teachers. Teachers' job satisfaction and burnout directly affect the quality of education. Burned out educators are unable to deal successfully with the overwhelming emotional stress of teaching. Are teachers really experiencing burnout today? If this is true, how serious is this problem and what are the symptoms of burnout among teachers? The investigators in this study investigated how high school teachers' burnout is related to one of the most important aspects of demographic characteristics which can be regarded as gender. Thus, the basic purpose of this research is to study the level and aspect of burnout that can be witnessed among the B.Ed multimode trainees of secondary schools. Therefore, the present study was conducted keeping in mind the significance of the findings and hoping that they will help to reduce teacher burnout and boost productivity.

REVIEW OF RELATED LITERATURES

Chen (2002) on stress and life events of middle school teachers from China, found that there was a gender difference on the Stressful Life Events Scale (SLERS). Male teachers had higher negative life events scores than the female teachers but one could argue that such findings are not ecologically valid and are only specific to the population being tested and the culture.

Aftab & Kahttoon (2012) finding reveals that nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers.

Ritu (2012) conducted the comparative study of occupational stress of secondary school teachers in relation to their demographic variables i.e. gender, types of school and locality. Results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

Reddy & Anuradha (2013) conducted a study on occupational stress of teachers working at higher secondary level. They revealed that around 88 percent of higher secondary teachers are experiencing moderate and high levels of occupational stress. Researchers suggested some measures which could prove beneficial to teachers in coping with stress. The measures include improve self-esteem, build self-confidence, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle.

OBJECTIVES

1. To find out the different levels of burnout among B.Ed Multimode students of IASE, Mizoram.
2. To compare the burnout level among B.Ed. Multimode students with respect to gender.

HYPOTHESES

1. There exist different levels of burnout among B.Ed Multimode students of IASE, Mizoram.
2. There is no significant difference in burnout among male and female B.Ed Multimode students of IASE, Mizoram.

RESEARCH METHODOLOGY

Research design

In the present study, the investigators studied the burnout among B.Ed Multimode students of IASE, Mizoram which required fact-finding and survey. Therefore, the investigators used descriptive survey research.

Population and Sample

The population of this study consisted of all the B.Ed Multimode students of IASE. The sample of the study consisted of 140 students in which 70 are males and 70 are females.

Tools for Data Collection

For collection of data, the investigators used Teacher's Burnout Scale (TBS-GRMS) developed and standardized by Prof. Mandhu Gupta and Ms. Surekha Rani.

Procedure of Data Analysis

The collected data was properly classified before tabulation. All raw data were properly checked on the basis of the purpose for which it was collected and only the useful and usable data were tabulated.

For the analyzing of the data, the following statistical techniques were used:

- Percentage, Mean and Standard Deviation were used to measure and find out the level of burnout among the respondents.

- General t-test was applied for comparing level of burnout among the respondents based on their marital status and school type.

ANALYSIS AND INTERPRETATION OF DATA

1. Levels of burnout among B.Ed Multimode students of IASE, Mizoram.

The levels of burnout among the B.Ed Multimode students of IASE, Mizoram were measured from the scores of the Teacher's Burnout Scale by comparing with the Burnout Scale norm table. This can be represented by the following observation table:

Table 1: Burnout Levels among B.Ed Multimode students of IASE, Mizoram.

| Level of Burnout | Range of Raw Score | No. of Students (N=140) | Percentage |
|----------------------|--------------------|-------------------------|------------|
| Extreme High | 141 & above | 0 | 0 |
| High | 120-140 | 0 | 0 |
| Above Average | 99-119 | 0 | 0 |
| Average | 70-98 | 11 | 7.8% |
| Below Average | 49-69 | 48 | 34.2% |
| Low | 28-48 | 65 | 46.4% |
| Extreme Low | 27 & below | 16 | 11.4% |

Figure 1: Bar Graph showing Burnout Levels among B.Ed Multimode students of IASE, Mizoram.

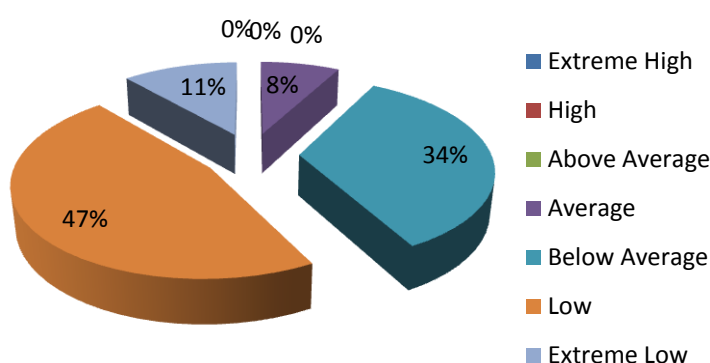


Table 1 and Figure 1 show the levels of sampled B.Ed Multimode students burnout. Out of the 140 B.Ed Multimode students, none of them fall in the category of extreme high level, high and above average level of burnout. It can be witnessed that 11 students (7.8%) have average level of burnout. At the same time, 48 students (34.2%) have below average level of burnout. There are 65 students (46.4%) who fall under low level of burnout. Of all the acquired samples, 16 students (11.4%) fall under the extreme low level of burnout. Therefore it can be concluded that there exists different levels of burnout among B.Ed Multimode students of IASE, Mizoram.

2. Difference in burnout among male and female B.Ed Multimode students.

Comparison of burnout level among male and female B.Ed Multimode students of IASE, Mizoram was done by testing the null hypothesis by using t-test.

Table2: Difference in Burnout among Male and Female B.Ed Multimode students of IASE, Mizoram.

| Gender | No. of teachers | Mean | SD | t-value | Significant level |
|--------|-----------------|-------|-------|---------|-------------------|
| Male | 70 | 45.38 | 17.12 | 0.84 | Not significant |
| Female | 70 | 47.84 | 17.66 | | |

Table 2 reveals that the mean scores of burnout level of male and female B.Ed Multimode students are 45.38 and 47.84 with standard deviation 17.12 and 17.66 respectively. The t-value obtained from the above two groups is 0.84 which is smaller than the critical value at the required level of significance. The degrees of freedom is 138. Hence, it is not significant. Therefore, the null hypothesis “There is no significant difference in burnout among male and female B.Ed Multimode students of IASE, Mizoram” is accepted.

RESULT AND DISCUSSION

The study reveals the presence of different levels of burnout among B.Ed Multimode students of IASE, Mizoram. The burnout experienced is generally not high. The result should be embraced with gratitude as it highlights the healthy education atmosphere in the state. Minimal level of burnout is a promising sign as burnout can have adverse affects not only on the individual but also on the students as well as the institution as a whole. The finding is in par and ably supported by Aftab &Kahttoon (2012) whose finding revealed that nearly half of the secondary school teachers experience less stress towards their job. Whereas some of the findings obtained by other researchers (Reddy & Anuradha, 2013) contradicts the present finding by revealing that almost 90% of higher secondary teachers are experiencing moderate and high levels of occupational stress.

In regards to the burnout level based on gender, it was found that there is no significant difference in burnout among male and female B.Ed Multimode students. This can be due to many reasons like good institutional support, good relationship among colleagues, collegiality, favorable institutional climate and so on. All this minute reasons can help reduce burnout to a great extend. The present finding collaborates well with the findings of Ritu(2012) which showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis. On the other hand, findings by other researchers (Chen, 2002; Aftab &Kahttoon, 2012) contradicts the present finding where their study revealed the presence of significant difference in burnout among male

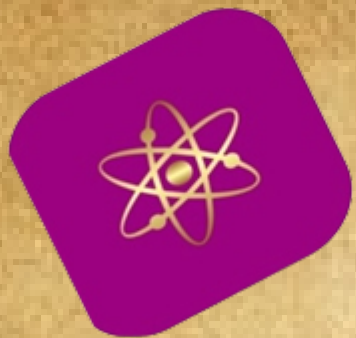
CONCLUSION

The present study deals with B.Ed Multimode students of IASE, Mizoram who are from different parts and corners of the state. The present study highlights the actual conditions of teachers of the state to a great extend. B.Ed Multimode programme, being a Governmental initiative to break the deadlock of untrained teachers by providing in-service B.Ed training course, brings together individuals from

different regions which enables the present study to be much more diverse and colourful. The result clearly depicts the presence of burnout in bits and pieces. Therefore, it is a must that necessary measures are taken adequately so that burnout among teachers be controlled effectively before it gets out of hand. Burnout has negative impact on teachers and once the teachers are affected it gradually deteriorates the students, institution and the community as a whole. Since teachers are considered to be valuable resources to educational institutes, management must invest adequate resources in the assessment of their working environment, both mental and physical, to maximize the quality of service delivery. Also, for intervention, teachers, the organization, society and family should work together to buffer the burnout syndrome.

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**A STUDY ON BURNOUT OF B.ED MULTIMODE STUDENTS OF IASE,
MIZORAM IN RELATION TO THEIR MARITAL STATUS AND TYPE OF MANAGEMENT.**

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ETERNAL RESEARCH



Multidisciplinary Edited Research Book

A STUDY ON BURNOUT OF B.ED MULTIMODE STUDENTS OF IASE, MIZORAM IN RELATION TO THEIR MARITAL STATUS AND TYPE OF MANAGEMENT.

Dickson Vanlalruata Chinzah

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Institute of Advanced Studies in Education



Prof. Lallianzuali Fanai

Institute of Advanced Studies in Education



Dr. Hmingthansiami

Associate Professor,
Institute of Advanced Studies in Education



Abstract

Teachers are the backbone of a country's economy, quality and prosperity. The future of a country lies in the hands of the teachers as they are the key persons in shaping the next generation. However, Teacher's efficiency and effectiveness can be hampered due to different reasons like mood disturbances, psychological distress, stress, anxiety, lowered morale, cardiovascular diseases and fatigues. All the reasons mentioned above are the symptoms of what we generally call as 'Burnout' among teachers. We are many a time unaware that teachers lose interest and efficiency in their profession due to burnout which might be caused due to mental and physical exhaustion resulting from excessive and prolong stress. It would be interesting to find out the level of burnout among teachers and to compare it with reference to marital status and type of management. Therefore, the present study entitled, "A study on burnout of B.Ed Multimode Students of IASE, Mizoram in relation to their Marital Status and Type of Management." was taken up among the B.Ed Multimode students of Institute of Advanced Studies in Education who come from different schools situated all over the state. The finding clearly signifies that there is no significant difference in the level of burnout between married and unmarried B.Ed Multimode students which indicates that marital status of an individual have no effect on the level of burnout in their profession. The type of Management (Government and Private) also does not have any effect on the level of burnout among the B.Ed Multimode Students of IASE, Mizoram. However, it was evident from the study that burnout exists in bits and pieces among B.Ed Multimode students which calls for immediate care and attention so that it does not get out of hand.

Keywords: Burnout, B.Ed Multimode Students, IASE, Mizoram.

Introduction

Radical changes occur in the educational system every day in the teaching profession. The profession is stressful which is why teachers are leaving the profession at an alarming rate. The profession which is facing largest occupational pressure and prone to burnout is the teaching profession. The phenomenon of teacher burnout bears direct consequences on the quality and continuity of education. Burnout among teachers is an ongoing concern in school system throughout the world. An educator who is experiencing burnout has low morale, low self-esteem and is physically exhausted. Teacher burnout can lead to adverse consequences in the teacher as an individual, the school as well as the students. When dissatisfied and depressed teachers are present in a school, others can very easily become lethargic, cynical and discontented which can ultimately make the entire organization a dispirited place.

Rationale of the study

The organization as well as the employee are very much affected due to burnout, which is the reason why the issue regarding burnout have been given a lot of attention. The amount of satisfaction a teacher has on their job have been adversely impacted by burnout. The quality of education is directly affected by Teachers' job satisfaction and burnout. Educators who are experiencing burnout are unable to deal successfully with the overwhelming emotional stress of teaching. Emotional attachment of a teacher towards the organization largely depends upon the teacher's satisfaction with his or her job. The researcher in this study investigated how secondary school teachers' burnout is related to different aspects of demographic characteristics such as their marital status and type of management. With these thoughts in mind, the investigator considered it a necessity to make a study on burnout of B.Ed Multimode Students of IASE, Mizoram in relation to their Marital Status and Type of Management."

Research Objectives

The objective of the present study will be-

1. To compare the variation in burnout between the married and unmarried B.Ed Multimode students of IASE, Mizoram.
2. To compare the burnout level of B.Ed. Multimode students of IASE, Mizoram who work in Government and Private schools.
3. To make suggestions in the light of the findings for further studies.

Research Methodology

Population and Sample

BEd MultiMode of IASE students were selected as the population of the present study.

- For the present study, the sample of the study consisted of 140 students from the B. Ed Multimode 2018-2020 batch. Out of these 70 are males and 70 are female students.

Tools for data collection

In the present study, investigators used Teacher's Burnout Scale (TBS-GRMS) developed and standardized by prof. (Dr. Mandhu Gupta and Ms. Surekha Rani as a primary tool and needed documents from Multimode Office, IASE as its secondary tool.)

Mode of data collection

For the purpose of collecting the data, the investigator personally visited the sample institution in Aizawl City and took permission from the Principals and Teachers for administering the test.

Prior to administration of the test, the subjects were acquainted with the purpose of the tests and that of the investigation. This was done to establish a good rapport to make them feel at ease. First of all, they were asked to fill in their particulars on the cover page of the test. Then they were given the instructions, which were printed on the cover page of the questionnaire of the test. Also, they were asked to read the instructions themselves. When the test administrator was confident that everything was made clear to the B.Ed students, they were asked to answer the questionnaire.

They were also informed of the general nature and purpose of the test. It was assured that the information collected from them would be kept strictly confidential. This was done to motivate the B.Ed students to take the test with ease and to give true responses without any fear and anxiety.

After the completion of the work, the answered questionnaires were collected from the subjects. The response sheets were scored in accordance with the procedure mentioned in the test manual. The data so obtained were subjected to statistical treatment.

Literature Review

Chen (2002) on stress and life events of middle school teachers from China, found that there was a gender difference on the Stressful Life Events Scale (SLERS). Male teachers had higher negative life events scores than the female teachers but one could argue that such findings are not ecologically valid and are only specific to the population being tested and the culture.

Aftab & Kahttoon (2012) finding reviles that nearly half of the secondary school teachers experience less stress towards their job and males displays more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers. Teachers with an experience of 6- 10 years face occupational stress the most and 0-5 years the least.

Lumsden (1998) found that teacher morale overall was so low that 40% of teachers surveyed would not select teaching again as a career, and 57% were either undecided about leaving teaching, actively planning to leave teaching, or would leave the teaching field if something better came along. This situation is serious as such a high percentage of teachers complained about burnout. It would affect the quality of teaching and the quality of life among teachers.

Jeyaraj (2013) worked on government and Aided higher secondary school teachers, with the sample of 185 Aided schoolteachers and 120 Government Teachers. Result

shows that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent were more likely to leave teaching (career intention) and less likely to take up a teaching career again (career commitment).

Hasan (2014) found that the primary school teachers are highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teachers counterparts.

Analysis and Interpretation

Analysis and interpretation of data are presented as follows:

1. Variation in burnout between married and unmarried B.Ed Multimode students.

Objective No.1: To compare the variation in burnout between the married and unmarried B.ED Multimode students of IASE, Mizoram.

Comparison of burnout level among Married and Unmarried B.Ed Multimode students of IASE, Mizoram was done by testing the null hypothesis by using t-test.

Table 1.1

Difference in Burnout among Married and Unmarried B.Ed Multimode students of IASE, Mizoram.

| Marital Status | No. of teachers | Mean | SD | t-value | Significance Level |
|----------------|-----------------|-------|-------|---------|--------------------|
| Married | 87 | 47.41 | 17.17 | 0.69 | Not Significant |
| Unmarried | 53 | 45.30 | 17.79 | | |

Figure 1.1

Bar diagram showing Burnout among Married and Unmarried B.Ed Multimode students of IASE, Mizoram.

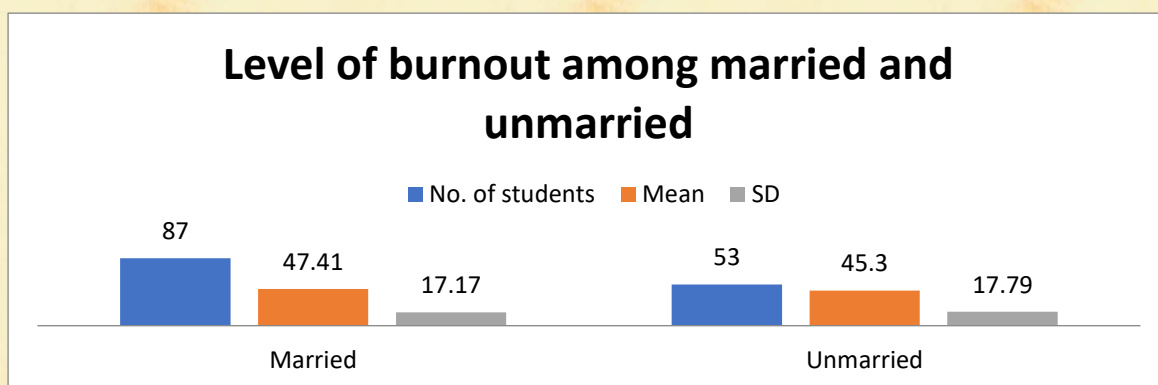


Table 4.1.1 and Figure 4.1.1 revealed that the mean scores of burnout level of Married and Unmarried B.Ed Multimode students are 47.41 and 45.30 with Standard deviation 17.17 and 17.79 respectively. The t-value obtained from the above two groups is 0.69 which is smaller than the critical value at the required level of significance and hence

is not significant. The degrees of freedom is 107. Hence, the null hypothesis that there is no significant difference in burnout between married and unmarried B.Ed Multimode students of IASE, Mizoram, is accepted.

2. Variation in burnout between B.Ed Multimode students who work in Government or Private schools.

Objective No.2: To compare the level of burnout between B.Ed Multimode students of IASE, Mizoram who work in Government or Private schools.

Comparison of burnout level among B.Ed Multimode students of IASE, Mizoram who work in Government or Private schools was done by testing the null hypothesis by using t-test.

Table 2.1

Difference in Burnout among B.Ed Multimode students of IASE, Mizoram who work in Government or Private schools.

| Type of School | No. of teachers | Mean | SD | t-value | Significance Level |
|----------------|-----------------|-------|-------|---------|--------------------|
| Government | 90 | 46.48 | 17.94 | 0.11 | Not Significant |
| Private | 50 | 46.84 | 16.49 | | |

Figure 2.1

Bar diagram showing Burnout among B.Ed Multimode students of IASE, Mizoram Who work in Government and Private schools.

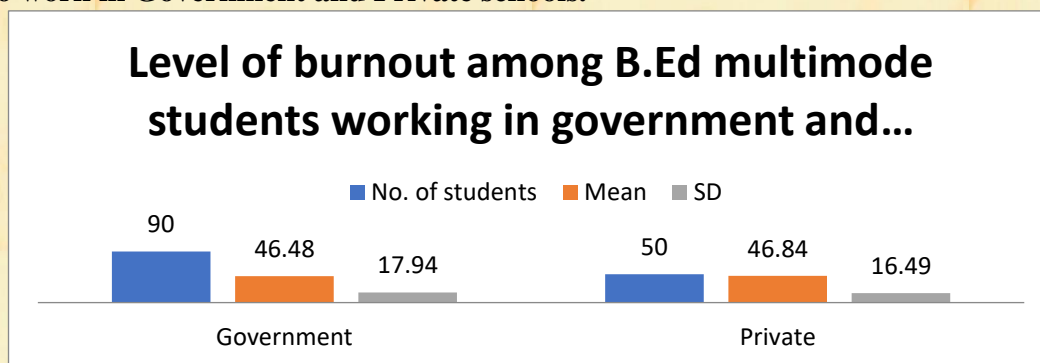


Table 4.2.1 and Figure 4.2.1 revealed that the mean scores of burnout level of B.Ed Multimode students of IASE, Mizoram who work in Government or Private schools are 46.48 and 46.84 with Standard deviation 17.94 and 16.49 respectively. The t-value obtained from the above two groups is 0.11 which is smaller than the critical value at the required level of significance and hence is not significant. The degrees of freedom is 109. Therefore, the null hypothesis there is no significant difference in burnout between B.Ed Multimode students of IASE, Mizoram who work in Government or Private schools, is accepted.

Conclusion & Suggestions

Suggestions for further studies

- 1 A similar study can be carried out for DIETS and other Teacher Training Institutes.

- 2 In the present study cross sections that have been investigated are type of schools and marital status. Many other cross-sectional comparisons of various other categories like Gender, Experience and trained/untrained teachers in government/private schools may be carried out.
- 3 The present investigation have been confined to a particular batch of multimode students of IASE, Aizawl only; a much wider field of population covering other courses like B.Ed, M.Ed and IASE of other states can be investigated..
- 4 The Educational Ministry of Mizoram should make an in-depth analysis of the burnout present among teachers and should provide services of counsellors/psychological professionals to help the teachers reduce burnout and stress.
- 5 A comparative study of levels of burnout between Teacher Training Institutes (DIET) of different districts of Mizoram can be conducted.
- 6 The findings will be helpful for school administrators to have clear picture regarding the actual standard of teachers so that necessary activities can be developed to enhance the quality of teachers.

Conclusion

The present study deals with B.Ed Multimode students of IASE, Mizoram who are from different parts and corners of the state. The present study highlights the actual conditions of teachers of the state to a great extent. B.Ed Multimode programme, being a Governmental initiative to break the deadlock of untrained teachers by providing in-service B.Ed training course, brings together individuals from different regions which enables the present study to be much more diverse and colourful. The result obtained should be a positive feedback for Education Ministry of Mizoram as it signifies that the level of burnout among B.Ed Multimode students of IASE, Mizoram is comparatively low. But, it's not a point to be complacent, as the result does not rule out the absence of burnout among teachers. The result clearly depicts the presence of burnout in bits and pieces. Therefore, it is a must that necessary measures be taken adequately so that burnout among teachers be controlled effectively before it gets out of hand. Burnout have negative impact on teachers and once the teachers are affected it gradually deteriorates the students, institution and the community as a whole. Teachers are the backbone of a country's education and the success of any initiative lies on their hands as they are the ones who implement and supervise all the actions on the spot. The economic, social as well as emotional growth of a nation depends on the soundness of the educational background of its people. Due to present days demanding situations, where there is high competition in all spheres of life, teachers experience higher level of stress and burnout as education is one of the areas where high competition can be witnessed and felt. Apart from these many modern-day complications like overcrowded classes, heavy syllabus and inadequate facilities make their work more complicated and troublesome. On the basis of previous researches, it was found that majority of teachers have suffered from depression, stress, emotional exhaustion, which overlap with the established symptoms of burnout. As the well-being (both physical and mental) of the teachers affects the well-being of the learners, so every possible attempt should be made

to make them free from burnout. Since teachers are considered to be valuable resources to educational institutes, management must invest adequate resources in the assessment of their working environment, both mental and physical, to maximize the quality-of-service delivery. Also, for intervention, teachers, the organization, society and family should work together to buffer the burnout syndrome.

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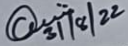
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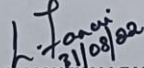


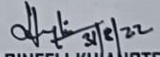
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in relation to their Marital Status and Type of Management'**
on 31st August, 2022, held at the Auditorium of
Institute of Advanced Studies in Education, Aizawl, Mizoram.


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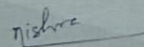
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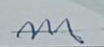
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This is to certify that

Dickson Vanlalruata Chinzah, Research Scholar, IASE

has presented a paper on
**"Burnout Teachers in Higher Education: Conceptual Overview and Review of Related
Literature"**
in the International Conference on Higher Education: Issues, Challenges and Ways Forward
held on 25th-27th October, 2023, organized by the School of Education, Mizoram
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Convener
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DEGREE : Doctor of Philosophy

DEPARTMENT : Education

TITLE OF THESIS : Job Satisfaction, Professional Commitment and
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ABSTRACT

JOB SATISFACTION, PROFESSIONAL COMMITMENT AND BURNOUT OF TEACHERS IN AFFILIATED COLLEGES OF MIZORAM UNIVERSITY

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

DICKSON VANLALRUATA CHINZAH

MZU REGISTRATION NO.: 1506899

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**DEPARTMENT OF EDUCATION
INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(An affiliated Institute of Mizoram University)
SCHOOL OF EDUCATION
SEPTEMBER, 2025**

**JOB SATISFACTION, PROFESSIONAL COMMITMENT AND BURNOUT
OF TEACHERS IN AFFILIATED COLLEGES OF MIZORAM UNIVERSITY**

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Department of Education

Supervisor
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Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education, Mizoram University, Aizawl

INTRODUCTION

“What the teacher is, is more important than what he teaches”

- Karl Menninger

“Invest in our teachers, and our children will succeed”

- Barack Obama

Karl Menninger’s assertion, “What the teacher is, is more important than what he teaches,” expressed the critical importance of a teacher’s character, dedication, and passion in shaping the educational experiences and outcomes of students. (Menninger, as cited in Chaudhary, 2024) This perspective suggests that the personal and professional qualities of educators significantly influence their effectiveness, extending beyond the mere transmission of knowledge. Similarly, Barack Obama’s proclamation, “Invest in our teachers, and our children will succeed,” emphasizes the necessity of providing teachers with adequate resources, professional development, and respect to foster their growth and well-being. This investment is pivotal for ensuring high levels of job satisfaction and professional commitment, thereby mitigating burnout.

The American Commission on Teacher Education (1974) has rightly stated that, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education; the quality of their education depends more than upon any single factor, upon the quality of their teacher”. Therefore, educational institutions are the nurseries of the Nation and teachers are the architects of the future. Teacher has very crucial and fundamental role in education and development of each country and its future.

Importance of a teacher

According to the ancient Greek philosopher Plato, a state can endure even if shoemakers are not perfect. However, if educators do not fulfil their responsibilities, they will produce a generation of ignorance, which could harm the nation's future. (Murati, 2015).

- a) A good teacher is the most valuable asset of a nation:

Good teachers are essential for the development of a nation. They educate and inspire students, shaping the future leaders, innovators, and citizens who will contribute to the country's progress and prosperity.

- b) The teacher's place in a community is the most important one:

Teachers hold a crucial position within a community as they educate its members, promote values, and foster social cohesion. Their influence extends beyond the classroom, impacting the overall well-being and development of the community.

- c) Teachers can be the redeemers of a void-filled society:

In societies facing challenges or lacking direction, teachers can provide guidance and hope. Through education, they empower individuals with knowledge and skills, helping to address societal issues and fill gaps in understanding and opportunity.

- d) To build a civilization of caring and thoughtful people we need good teachers:

Good teachers are key to cultivating a society of compassionate and reflective individuals. They teach not only academic subjects but also empathy, critical thinking, and ethical behaviour, laying the foundation for a more considerate and informed civilization.

Role of teachers for effective teaching

Comenius, who established a systematic approach to education, stresses that teachers play a crucial role in the educational process. He believes they should be intelligent, wise, practical, and demonstrate honesty and a strong work ethic. Johann Heinrich Pestalozzi also asserts that teachers must respect each child's individuality and base their approach on love, maintaining a suitable teacher-to-student ratio (Strugar & Bezic, 1999).

Based on extensive research into the personal characteristics of effective teachers, several key traits stand out:

- Teachers should help students stay engaged and motivated in their work.
- They should be cheerful, maintain a positive mood, be loving, and approachable.
- They need to be patient, calm, and supportive in their interactions with students.
- Teachers should show genuine interest in students, respect their individuality, and avoid sarcasm and harsh language.
- They should have a pleasant appearance, be stable, balanced, and consistent, and act with fairness, honesty, and integrity.
- A good sense of humour, broad interests, and enthusiasm are also important traits.
- Teachers should express affection towards students, be confidential and loyal, empathize with them, and believe in their abilities.
- They should be objective, realistic, self-critical, and authentic.
- It is important for teachers to manage their emotions appropriately.
- Maintaining democratic relationships and being a good collaborator are also crucial for effective teaching.

Effective teaching depends on several key characteristics of teachers. They must exhibit sincerity and passion, showing genuine care for their students and dedication to their profession. Traits such as elegance, modesty, kindness, courtesy, and attentiveness are crucial for creating a positive and supportive learning environment. Teachers need confidence and professionalism, overcoming any prejudice or insecurity to perform successfully. Patience and thoroughness are essential for addressing the diverse needs of students with care, while a strong grasp of pedagogical principles and practical teaching skills is necessary for facilitating effective learning. Additionally, teachers play a vital role in preserving national and civic values, reflecting these through their educational practices.

Job satisfaction and professional commitment among teachers are crucial for achieving effective teaching. Satisfied and committed teachers engage more deeply with their students, apply innovative methods, and maintain a positive classroom atmosphere, which enhances student learning outcomes. Conversely, burnout significantly impairs teaching effectiveness, leading to decreased motivation, reduced energy, and lower job satisfaction. This often results from prolonged stress, excessive workloads, and inadequate support. Addressing burnout through adequate support, professional development, and manageable workloads is essential for maintaining teacher well-being and ensuring effective teaching.

Job Satisfaction

Job satisfaction refers to people's attitudes and feelings about their work. Positive and favourable attitudes indicate job satisfaction, while negative and unfavourable attitudes indicate job dissatisfaction (Armstrong, 2006). Job satisfaction measures how well one's expectations of the job align with the rewards it provides. It is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.” This definition suggests that job satisfaction is a general or overall emotional response individuals have about their job. It concerns both individuals and groups within an organization and can apply to various aspects of a person's job. Factors such as coworkers, pay, job conditions, supervision, the nature of the work, and benefits all influence job satisfaction.

In education, job satisfaction significantly impacts productivity and engagement. Teachers who lack satisfaction or contentment in their job often lose interest and commitment. This not only affects the individual teacher but also has adverse effects on students and the institution as a whole.

Professional Commitment

Teaching is more than a mere occupation; it is a profession dedicated to national development and social service. Professional commitment in teaching involves a deep sense of dedication, encompassing two key aspects: pride in the profession and a strong desire for professional growth. Teachers should fully

embrace their role, recognizing it as a noble calling with significant responsibilities, including the holistic development of students.

A committed teacher's focus extends beyond classroom hours, encompassing continuous reflection on students' progress and their own professional development. Such dedication also involves adherence to professional ethics and fostering positive relationships with students, parents, and the community.

Commitment, as described by Rogers (1963), is a deep-seated attachment involving both conscious and unconscious aspects of one's professional identity. It is shaped by decisions and the process of pursuing those commitments with varying degrees of intensity.

Education is crucial for societal progress, and its effectiveness hinges on the competence and commitment of teachers. Professional commitment is marked by a positive, affective attachment to one's work, driven by job satisfaction and a dedication to student learning and community engagement (Firestone & Rosenblum, 1988). Organizational commitment, which includes belief in the organization's goals, effort, and willingness to remain with the organization, is essential for enhancing school outcomes and student achievement (Kushman, 1992).

Burnout

Teaching is a profession characterized by constant and significant changes within the educational system. These changes tend to elevate, rather than diminish, the stress levels experienced by teachers.

Burnout is a response to chronic stress and should not be dismissed as a minor issue; rather, it serves as a critical indicator of significant social dysfunction in the workplace. Teacher burnout is widely recognized as a serious occupational hazard (Borg & Riding, 1991). Burnout in educational institutions is often precipitated by frequent organizational changes, lack of student motivation, and, notably, aggressive and hostile student behaviour. The term "burnout" was first introduced into the academic discourse by Freudenberger (1974), who defined it as

“to wear out, or become exhausted by making excess demands on energy, strength, or resources”.

Burnout, as a form of work-related strain, results from the cumulative effect of work-related stress. Maslach (1976) defined burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind”. Generally, burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when individuals feel overwhelmed and unable to meet constant demands, leading to reduced productivity and energy, and resulting in feelings of helplessness, hopelessness, cynicism, and resentment. Ultimately, individuals experiencing burnout may feel as though they have nothing more to give.

Burnout can also be defined as a reaction to chronic stress that involves negative interactions between environmental and personal characteristics. An educator experiencing burnout typically has low morale, low self-esteem, and physical exhaustion. Furthermore, burnout can be described as a type of psychological distress—a chronic negative psychological condition that emerges as day-to-day work stressors take their toll.

Burnout, Job Satisfaction and Professional Commitment influence on College Teachers

Burnout, job satisfaction, and professional commitment are critical factors influencing the effectiveness of college teachers and the quality of education they provide. Burnout, characterized by physical, emotional, and mental exhaustion, has been shown to negatively impact job satisfaction, with studies by Mentese and Gokalp (2018), Yorulmaz et al. (2017), and Goswami (2013) demonstrating a consistent inverse relationship between these variables. The erosion of job satisfaction resulting from burnout can diminish a teacher’s sense of personal accomplishment and depersonalize their interactions with students, ultimately leading to adverse educational outcomes. In contrast, high levels of job satisfaction are positively correlated with professional commitment, as highlighted in the work of Bashir (2017) and Basu (2016). This commitment enhances teacher effectiveness and

contributes positively to student achievement. The role of experience in these dynamics is complex; while more experienced teachers may encounter higher levels of emotional exhaustion, they often report greater personal accomplishment, as noted by Gursel et al. (2002) and Sari (2004).

Studies on burnout, job satisfaction, and professional commitment among college teachers are essential because these factors directly influence the quality of education, teacher effectiveness, and student outcomes. Understanding the relationships between burnout and job satisfaction helps identify the underlying causes of teacher stress and disengagement, which can lead to reduced commitment and poor educational performance. It is necessary to explore these dynamics to enhance teacher well-being, foster a supportive work environment, and ensure that teachers remain motivated and committed to their profession, improving the overall educational experience for students.

Rationale of the study

Teaching is a demanding profession that requires significant commitment and substantial physical, emotional, and mental resilience. In the contemporary educational landscape, the workload for teachers has become increasingly burdensome, growing year after year as they are required to manage a multitude of responsibilities (Jeyaraj, 2013). Beyond their primary teaching duties, teachers are also tasked with non-instructional activities, such as maintaining records and reports on students' academic progress and co-curricular involvement, as well as managing student discipline through systems like merit-demerit records. Furthermore, teachers must strive to meet the expectations of school management, superiors, parents, students, education departments, and the Ministry of Education (Subon & Sigie, 2016).

Many teachers are experiencing a sense of overwhelm due to the mounting responsibilities and workload, leading to feelings of frustration and demotivation. This environment makes it increasingly difficult for teachers to meet the numerous demands and expectations of their profession, resulting in elevated stress levels. Without appropriate interventions, these conditions can lead to burnout, a state that

negatively affects not only the individual teacher but also the quality of education and the well-being of students (Sindhu, 2014).

Teaching is among the professions most susceptible to occupational stress and burnout, a pervasive issue in educational systems worldwide. The consequences of teacher burnout are far-reaching, impacting the individual, the institution, and students alike. Burnout can become contagious within a school, where dissatisfied and demoralized teachers can influence others, leading to a pervasive sense of lethargy, cynicism, and discontentment that diminishes the overall morale of the organization. As noted by Maslach (1976), teachers need to feel successful and confident in their abilities before they can inspire the same in their students.

The detrimental effects of burnout are significant for both students and teachers, contributing to what can be described as a career crisis for those in the teaching profession. Today, the concept of job satisfaction extends beyond the private sector to encompass all areas where employees and workers are involved. Job satisfaction, defined as the enjoyment and fulfilment derived from one's job, plays an increasingly important role in modern society, where individuals spend a substantial portion of their lives at work. Job satisfaction is crucial not only for the employee but also for the employer, as higher job satisfaction often leads to more effective performance by both the individual and the organization (Chapman & Lowther, 1982). The quality of working life is not merely a function of productivity and profitability but is also deeply tied to the level of satisfaction experienced by participants in the workplace. A satisfied worker is generally more adaptable, better adjusted, and capable of overcoming environmental challenges. Conversely, a dissatisfied worker is often rigid, inflexible, and unrealistic in goal-setting, struggling to navigate workplace challenges and generally experiencing greater unhappiness.

In the educational context, the concept of job satisfaction is gaining increasing attention due to the growing awareness of the demands placed on teachers. Schools, as institutions responsible for human development and education, play a critical role in the growth and development of students. However, the social well-being, progress, and growth of students are largely dependent on the enthusiasm,

efficiency, and professional skills of teachers—qualities that cannot be achieved without job satisfaction. The future of education, including its quality and ideals, depends significantly on the satisfaction and commitment of teachers to their work (Ayishabi & Amruth, 2005).

For educational researchers, the level of teacher commitment is a key indicator of both performance and quality. Commitment is defined as the degree of positive, affective attachment between the teacher and the institution, as well as between the teacher and their job. It is not a passive loyalty where teachers remain in their positions without meaningful engagement, but rather a reflection of the internal motivation, enthusiasm, and job satisfaction that teachers derive from their work, as well as their efficacy and effectiveness in their roles. Professional commitment is a crucial aspect of an individual's career, significantly contributing to the achievement of professional goals. A lack of commitment can have adverse effects on both the individual's performance and the institution's overall functioning (Jamwal, 2017).

Therefore, issues related to burnout, job satisfaction, and professional commitment require significant attention, as they affect both employees and organizations. Burnout has a detrimental impact on job satisfaction and professional commitment among teachers, and vice versa. The interplay between these factors directly influences the quality of education. A lack of job satisfaction and professional commitment can directly or indirectly lead to burnout, rendering teachers less capable of managing the emotional stresses of teaching (Shahab & Ali, 2013). It is important to investigate whether these challenges are currently affecting teachers, the severity of the problem, and its impact on both educators and institutions.

This study seeks to explore the relationship between burnout, job satisfaction, and professional commitment, with a focus on demographic characteristics such as gender, age, teaching experience, marital status and educational qualification. By examining these factors in the context of affiliated colleges and institutions under Mizoram University, this research aims to provide a comprehensive understanding of the current status of teachers. Given the growing concern over burnout among

teachers, it is noteworthy that little research has been conducted in this specific area. This study represents a modest attempt to fill this research gap, offering a well-rounded analysis of teacher burnout in relation to job satisfaction and professional commitment.

The findings of this study are expected to contribute valuable insights to the body of knowledge and provide baseline information for relevant authorities to better understand the current conditions of teachers in Mizoram. This understanding will be critical for implementing necessary actions to address these issues. No studies have been conducted in Mizoram that examine job satisfaction, burnout, and professional commitment among college teachers. Thus, the results are anticipated to raise awareness and enhance attention to these challenges, aiding in the identification of individuals who are best suited and genuinely committed to the teaching profession. Therefore, it is imperative to study job satisfaction, professional commitment, and burnout among teachers in affiliated colleges of Mizoram University. The study seeks to answer the research question given below:

1. What is the level of job satisfaction among teachers in colleges affiliated to Mizoram University?
2. Is there any significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?
3. Is there any significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University?
4. What is the level of professional commitment among teachers in colleges affiliated to Mizoram University?
5. Is there any significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?

6. Is there any significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University?
7. What is the level of burnout teachers in colleges affiliated to Mizoram University?
8. Is there any significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification?
9. Is there any significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University?
10. Is there any significant relationship between burnout and job satisfaction among teachers in colleges affiliated to Mizoram University?
11. Is there any significant relationship between burnout and professional commitment among teachers in colleges affiliated to Mizoram University?
12. Is there any significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University?

Statement of the Problem

The problem under investigation reads as “*Job Satisfaction, Professional Commitment and Burnout of Teachers in Affiliated Colleges of Mizoram University*”.

Operational Definition of the Terms Used

Job Satisfaction:

In the present study, Job satisfaction is the extent to which a person's hopes, desires, and expectations about the employment he or she is engaged in are fulfilled. It also implies a measure of workers contentedness with their job, whether or not they like the job or

individual aspect or facets of jobs, such as nature of work or supervision.

Professional Commitment:

Professional Commitment in the study is defined as the loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession 's particular problems and challenges.

Burnout:

Burnout here refers to a syndrome that is thought to be caused by ongoing stress at work that has not been effectively controlled. It has three characteristics: a sense of being exhausted or depleted of energy; a stronger mental distance from one's work; or negative or cynical thoughts about one's work that diminish professional effectiveness.

Affiliated Colleges:

In the present study, an affiliated college refers to a college that is officially recognized and connected to a university or an educational board. This affiliation allows the college to offer courses and degrees that are authorized by the university or board. The college operates under the university's guidelines, curriculum, and regulations, but it is a separate institution in terms of management and administration. In essence, while the college provides education and awards degrees, those degrees are issued by the affiliated university.

Mizoram University:

Mizoram University (MZU) is a central university located in Aizawl, the capital city of

Mizoram, India. It was established on 2nd July, 2001 by an Act of the Parliament of India, aiming to provide quality education to the people of Mizoram and the northeastern region of India. It is one of the prominent educational institutions in the region.

Objectives of the study

1. To find out the level of job satisfaction of teachers in colleges affiliated to Mizoram University.
2. To compare the significance difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
3. To compare the difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.
4. To find out the level of professional commitment of teachers in colleges affiliated to Mizoram University.
5. To compare the significance difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
6. To compare the difference in in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
7. To find out the level of burnout teachers in colleges affiliated to Mizoram University.
8. To compare the significance difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification

9. To compare the difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.
10. To find out the relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.
11. To find out the relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.
12. To analyze the relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

Null Hypotheses of the study

For the purpose of testing, the research null hypotheses are:

1. There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
2. There is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.
3. There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
4. There is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.
5. There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.
6. There is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.
7. There is no significant relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

8. There is no significant relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.
9. There is no significant relationship between job satisfaction and professional commitment of teachers in colleges affiliated to f Mizoram University.

Review of related literature

The study encompasses a review of 131 related literature. Of these, 36 studies focus on burnout, 36 on job satisfaction, 25 on professional commitment, and 34 examine the interrelationship between burnout, job satisfaction, and professional commitment among teachers. The literature reviewed spans 55 years, covering research conducted between 1968 and 2023. Details can be seen in the table below

Table – 1
Review of related literature

| Sl. No | Name of studies | No. of Literature Reviewed | Span of years | No. of Years Covered |
|---------------|--|-----------------------------------|----------------------|-----------------------------|
| 1. | Burnout | 36 | 1984-2021 | 37 Yrs |
| 2. | Job Satisfaction | 36 | 1968-2020 | 52 Yrs |
| 3. | Professional Commitment | 25 | 2004-2023 | 19 Yrs |
| 4. | Relating to burnout, job satisfaction and professional commitment among teachers | 34 | 1984-2022 | 38 Yrs |
| Total | | 131 | 1968-2023 | 55 Yrs |

METHODOLOGY

Research Design

The present study aimed to identify the level of job satisfaction, professional commitment and burnout of teachers in affiliated colleges of Mizoram University, comparing them based on their gender, age, teaching experience, marital status, educational qualification and type of institution. It also examined the interrelationships among job satisfaction, professional commitment and burnout within this population. To achieve these objectives, the study employed descriptive survey method.

Table – 2
Research Design of the Study

| TYPES OF VARIABLES & THEIR ASSIGNED NUMBER | | STATISTICAL ANALYSIS | | |
|---|--|--|---|--|
| | | DESCRIPTIVE ANALYSIS | DIFFERENTIAL ANALYSIS | CORRELATIONAL ANALYSIS |
| Dependent Variables (DV) | Independent Variables (IVs) | Descriptive Statistics | Testing of Significance of Differences Between Means through Inferential Statistics | Testing of Significance of Correlation |
| 1. Job Satisfaction (DV-1) | 1. Gender (Male & Female) (IV-1) | For studying the nature of distribution of scores on status of burnout, job satisfaction, and professional commitment the following descriptive was used: <ul style="list-style-type: none"> • Percentage • Mean • Standard Deviation • Z-score • Central tendency | To study the significance of difference in the following the ‘t-test’ was used: <ul style="list-style-type: none"> • Gender • Age • Marital Status • Educational Qualification • To study the significance of difference with reference to teacher experience ANOVA was used. | To study the relationship between job satisfaction, professional commitment and burnout the Pearson Product Moment Correlation was used. SPSS (Statistical Package for the Social Sciences, version 25.0, 2017) software program was used by the researcher for quantitative analysis of the data. |
| | 2. Age (IV-2) | | | |
| 2. Professional Commitment (DV-2) | 3. Teaching Experience (IV-3) | | | |
| | 4. Marital Status (IV-4) | | | |
| 3. Burnout (DV-3) | 5. Educational Qualification (IV-5) | | | |

Descriptive research aims to provide an accurate representation of characteristics, behaviours, and conditions within a population or phenomenon as they naturally occur. It also involves proper analysis, comparisons, identification of trends and relationships.

The survey research employs applications of scientific method by critically analysing and examining the source materials. It involves collecting data from a sample of respondents through structured questionnaires or interviews. Given the study's focus on fact-finding, gathering quantitative data through questionnaires, and systematically analysing results, the descriptive survey method was selected as the most suitable methodological approach.

Population

The population under study consisted of all the 39 professional and non-professional colleges/institution affiliated to Mizoram University as can be seen in Annexure-1 and all the 1274 teachers working in different professional and non-professional colleges/institution affiliated to Mizoram University in Table 2.

Table-3

College wise number of teachers

| Sl. No | Name of College | Male | Female | Total |
|---------------|---------------------------------|-------------|---------------|--------------|
| 1. | Government Aizawl College | 21 | 40 | 61 |
| 2. | Government Aizawl North College | 22 | 14 | 36 |
| 3. | Government Aizawl West College | 15 | 23 | 38 |
| 4. | Government Champhai College | 29 | 34 | 63 |
| 5. | Government Hnahthial College | 12 | 15 | 27 |
| 6. | Government Hrangbana College | 27 | 42 | 69 |
| 7. | Government J. Buana College | 20 | 20 | 40 |
| 8. | Government J. Thankima College | 19 | 19 | 38 |
| 9. | Government Johnson College | 16 | 16 | 32 |
| 10. | Government Kamalanagar College | 20 | 10 | 30 |
| 11. | Government Khawzawl College | 15 | 8 | 23 |
| 12. | Government Kolasib College | 30 | 27 | 57 |
| 13. | Government Lawngtlai College | 22 | 15 | 37 |
| 14. | Government Mamit College | 15 | 12 | 27 |

| | | | | |
|--------------|---|------------|------------|-------------|
| 15. | Government Saiha College | 13 | 12 | 25 |
| 16. | Government Saitual College | 13 | 17 | 30 |
| 17. | Government Serchhip College | 31 | 27 | 58 |
| 18. | Government T.Romana College | 18 | 24 | 42 |
| 19. | Government Zawlnuam College | 14 | 7 | 21 |
| 20. | Government Zirtiri Residential Science College | 28 | 39 | 67 |
| 21. | Government Lunglei College | 47 | 20 | 67 |
| 22. | Institute of Advanced Studies in Education | 8 | 16 | 24 |
| 23. | Higher and Technical Institute Mizoram | 18 | 25 | 43 |
| 24. | Helen Lowry College | 8 | 12 | 20 |
| 25. | Mizoram Christian College | 9 | 18 | 27 |
| 26. | Regional Institute of Paramedical and Nursing Sciences | 14 | 42 | 56 |
| 27. | College of Nursing, Synod Hospital, Durtlang (CONSH) | 0 | 8 | 8 |
| 28. | District Institute of Education and Training, Aizawl | 7 | 25 | 32 |
| 29. | District Institute of Education and Training, Lunglei | 7 | 8 | 15 |
| 30. | State Council of Educational Research and Training | 0 | 5 | 5 |
| 31. | Government Mizoram Law College | 0 | 10 | 10 |
| 32. | Government Kawnpui College | 7 | 6 | 13 |
| 33. | NIELIT | 11 | 3 | 14 |
| 34. | Mizoram College of Nursing | 0 | 7 | 7 |
| 35. | Aizawl City College | 7 | 8 | 15 |
| 36. | Devine Mercy College | 5 | 1 | 6 |
| 37. | Zoram Medical College | 39 | 42 | 81 |
| 38. | Faith College | 4 | 3 | 7 |
| 39. | B.N College of Nursing | 1 | 2 | 3 |
| Total | | 592 | 682 | 1274 |

* (Source: Statistical data under Higher & Technical Education Department, Govt of Mizoram for Teaching and Non-Teaching Faculty as on 30.09.2022.)

Sample and Sampling Design

To ensure the reliability and validity of the study's findings, the sample was selected using multi-stage sampling technique. The details of the stages deployed for collecting of samples are as follows:

Stage 1: Selection of Colleges (Primary Sampling Units) In the first stage, the study focused on colleges affiliated to Mizoram University. Out of the total 39 colleges, 32 colleges were selected for the study. This selection included both professional and non-professional colleges. The sample of colleges was chosen using a simple random sampling technique to ensure a fair and unbiased representation of the institutions. The professional colleges made up 7 of the 32 selected, while 25 colleges were non-professional, located both within Aizawl City and outside the city as depicted in Table 3.

Table 4
Detail of Stage-1 sample (Professional and Non-professional colleges)

| Sl. No | Variable | Population | Sample | Percentage % |
|--------|-------------------|------------|-----------|--------------|
| | Non- Professional | 28 | 25 | 89.28 |
| | Professional | 11 | 7 | 63.63 |
| | Total | 39 | 32 | 82.05 |

Stage 2: Selection of Teachers (Secondary Sampling Units) In the second stage, teachers were selected from the chosen colleges. For the study, a total of 448 teachers were sampled using simple random sampling as depicted in Table 4.

- **Professional Colleges:** A total of 108 teachers were selected from the 7 professional colleges (63.63% of the professional college population) as can be witnessed in Table 5.
- **Non-professional Colleges:** All together 340 teachers were selected from the 25 non-professional colleges, with a further division between teachers in Aizawl City and those outside the city.
 - **Teachers within Aizawl City:** A total of 177 teachers were selected from colleges located within Aizawl City. (Table 6)

- **Teachers outside Aizawl City:** A total of 163 teachers were selected from colleges located outside Aizawl City. (Table 7)

Table 5
Detail of Stage-2 sample (Teachers)

| Sl. No | Variable | Population | Sample | Percentage % |
|--------|-------------------|-------------|------------|--------------|
| | Non- Professional | 1019 | 340 | 33.37 |
| | Professional | 255 | 108 | 42.35 |
| | Total | 1274 | 448 | 35.16 |

Table 6

List of teachers working in Professional Colleges affiliated to Mizoram University

| Sl. No. | Name of Colleges | Male | Female | Total |
|---------|---|-----------|-----------|------------|
| 1 | Institute of Advanced Studies in Education (IASE) | 7 | 15 | 22 |
| 2 | District Institute of Educational Training (DIET), Aizawl | 2 | 18 | 20 |
| 3 | District Institute of Educational Training (DIET), Lunglei | 8 | 7 | 15 |
| 4 | Regional Institute of Paramedical and Nursing Sciences (RIPANS) | 4 | 26 | 30 |
| 5 | State Council of Educational Research and Training (SCERT) | 1 | 4 | 5 |
| 6 | Government Mizoram Law College | 0 | 8 | 8 |
| 7 | College of Nursing, Synod Hospital, Durtlang (CONSH) | 0 | 8 | 8 |
| | Total | 22 | 86 | 108 |

Table 7***List of teachers working in Non-Professional Colleges (Within Aizawl City)***

| Sl. No. | Name of Colleges | Male | Female | Total |
|----------------|--|-------------|---------------|--------------|
| 1 | Government Aizawl College | 17 | 23 | 40 |
| 2 | Government Aizawl North College | 5 | 6 | 11 |
| 3 | Government T Romana College | 4 | 5 | 9 |
| 4 | Government Zirtiri Residential Science College | 6 | 13 | 19 |
| 5 | Government Johnson College | 11 | 14 | 25 |
| 6 | Government Aizawl West College | 4 | 10 | 14 |
| 7 | Government J. Thankima College | 12 | 4 | 16 |
| 8 | Government Hrangbana College | 7 | 17 | 24 |
| 9 | Helen Lowry College | 4 | 8 | 12 |
| 10 | Mizoram Christian College | 3 | 4 | 7 |
| Total | | 73 | 104 | 177 |

Table 8***List of teachers working in Non-Professional Colleges (Outside Aizawl City)***

| Sl. No. | Name of Colleges | Male | Female | Total |
|----------------|--|-------------|---------------|--------------|
| 1 | Government J Buana College | 5 | 6 | 11 |
| 2 | Government Hnahthial College | 4 | 9 | 13 |
| 3 | Government Serchhip College | 9 | 6 | 15 |
| 4 | Government Champhai College | 7 | 13 | 20 |
| 5 | Government Kamalanagar College | 2 | 3 | 5 |
| 6 | Government Zawlnuam College | 3 | 5 | 8 |
| 7 | Government Lawngtlai College | 8 | 5 | 13 |
| 8 | Government Mamit College | 2 | 4 | 6 |
| 9 | Government Khawzawl College | 1 | 3 | 4 |
| 10 | Government Lunglei College | 7 | 7 | 14 |
| 11 | Government Kolasib College | 8 | 10 | 18 |
| 12 | Government Saitual College | 7 | 8 | 15 |
| 13 | Government Saiha College | 1 | 3 | 4 |
| 14 | Higher And Technical Institute Mizoram (HATIM) | 3 | 7 | 10 |
| 15 | Government Kawnpui College | 3 | 4 | 7 |
| Total | | 70 | 93 | 163 |

Stage 3: Gender-Based Distribution (Tertiary Sampling Units) In the final stage, teachers were categorized by gender. Of the 448 teachers selected, 165 were male and 283 were female, representing the gender distribution in the sample as can be seen in Table 8.

- **Male Teachers:** A total of 165 out of 592 male teachers in total, accounting for 27.87% of the total male teacher population.
- **Female Teachers:** A sample consisting of 283 out of 682 female teachers in total, accounting for 41.49% of the total female teacher population.

Table 9
Detail of gender sample with regards to population

| Sl. No | Variable | Population | Sample | Percentage % |
|--------|--------------|-------------|------------|--------------|
| | Male | 592 | 165 | 27.87 |
| | Female | 682 | 283 | 41.49 |
| | Total | 1274 | 448 | 35.16 |

Determining Sample Size Using Cochran's Formula (1963)

Cochran's sample size formula (1963) is a widely used statistical method for determining the appropriate sample size required for survey research, particularly when dealing with large populations. It helps researchers calculate the minimum sample size needed to achieve a desired level of precision, confidence, and margin of error. The formula is particularly useful in situations where the population is large and the goal is to ensure that the sample accurately represents the entire population. By considering factors such as the confidence level, margin of error, and population size, Cochran's formula provides a reliable means for ensuring that study results are statistically valid and generalizable.

The Cochran's sample size formula (1963) was deployed in the research to determine the reliability of the results attained. Based on the application of Cochran's sample size formula for a 95% confidence level and a 5% margin of error, the initial calculated sample size for the study was approximately 384. However, after applying the finite population correction for a total population of 1,274 teachers

in the 32 colleges affiliated with Mizoram University, the adjusted sample size was approximately 295.

This adjusted sample size ensured that the study's findings were statistically reliable and representative of the population, with a 95% confidence level and a 5% margin of error. However, the final sample size of 448 was larger than the minimum required for a 95% confidence level with a 5% margin of error, which contributed to providing more precise and robust results. The over-sampling helped ensure greater confidence in generalizing the findings to the wider population of teachers affiliated with Mizoram University.

The sample size was deemed appropriate for drawing conclusions about the differences between teachers in professional and non-professional colleges across various demographic variables (such as gender, age, teaching experience, marital status, and educational qualifications). Therefore, the study's sample size was found to be both statistically sound and practical for achieving reliable results.

Tools used for data collection

The investigator used the following tools for data collection:

- a) Teacher's Burnout Scale (TBS-GRMS) developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani (2012).
- b) Teacher's Job Satisfaction Questionnaire (TJSQ-NAA) developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Afshan Anees (2010).
- c) Professional Commitment Scale for Teachers (PCST-KRB) developed by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu and Mrs. Sarvjeet Kaur Brar (2013).

List of affiliated colleges to Mizoram University by College Development Council, Mizoram University and Statistical data under Higher & Technical Education Department, Govt of Mizoram for Teaching and Non-Teaching Faculty as on 30.09.2022 and Institution website of different institutions in Mizoram were used as secondary tool for the present research.

Teacher's Burnout Scale (TBS-GRMS)

The Teacher's Burnout Scale (TBS-GRMS) was developed by developed by Prof. (Dr.) Madhu Gupta and Ms. Surekha Rani to measure the levels of burnout among teachers taking into consideration the four main dimensions that are Perceived Self-Efficacy, Students' Disruptive Behavior, Collegiality and Institutional Climate. The scale in its final form comprised of 40 items. Table 9 shows the distribution of items of Teacher's Burnout Scale (TBS-GRMS).

Table 10

Dimensions of Teachers' Burnout Scale along with their Item Numbers.

| Sl.No | Dimensions | Item Numbers | Total Items |
|--------------|-------------------------------|-------------------------------|-------------|
| I. | Perceived Self-efficacy | 1,4,8,12,16,20,24,28,32,36,38 | 11 |
| II. | Students' Disruptive Behavior | 5,9,13,17,21,25,29,33,39,40 | 10 |
| III. | Collegiality | 2,6,11,14,18,22,26,30,34,37 | 10 |
| IV. | Institutional Climate | 3,7,10,15,19,23,27,31,35 | 9 |
| Total | | | 40 |

Scoring Procedure

The scale is a self-administering and self-reporting five-point scale. Each item of the scale is followed by five alternatives. The respondents have to put mark one of the five alternatives against each statement which is close to his/her response. The options Always, Often, Sometimes, Rarely and Never carries 4, 3, 2, 1 and 0 respectively. The minimum and maximum range of the scores is 0- 160. Higher the score, higher the level of burnout among teachers and vice-versa. The scoring procedure of the scale is given in Table 10.

Table 11
Scoring Procedure for TBS

| Responses | Always | Often | Sometimes | Rarely | Never |
|------------------|---------------|--------------|------------------|---------------|--------------|
| Scores | 4 | 3 | 2 | 1 | 0 |

Reliability

The Reliability of the scale was established by two methods:

(1) Split Half Reliability- Split Half Reliability was calculated by dividing the items on odd-even serial number of the items and forming two equal groups. The scale has 40 items, as such; both odd and even serial number items' group had 20 items each.

The correlation between the two groups was calculated by Spearman Brown formula and it was 0.895 which is significant at .01 level of significance.

(2) Test-Retest Method- For finding out Reliability by Test-Retest method, a fresh sample of 100 teachers was selected and the scale was administered to this sample. This scale was again administered on the same sample after an interval of 21 days.

The coefficient of correlation calculated between the pre & post test results was 0.994 which is significant at .01 level of significance.

Validity

The Validity of Teachers' Burnout Scale was tested on the basis of face validity and content validity. All the 40 items were given to eight experts for their opinions and the items were found consistent with burnout among teacher. The unanimity of experts about the items was taken as an indicator of face validity of the scale. aside face validity, the scale has high content validity. It is evident from the assessment of experts that items of the scale were directly related to the concept of burnout among teachers. The inter-dimensional coefficients of correlation (r) of the scale have been found to be significantly high. The coefficients of correlation (r)

between the dimensions of Teachers Burnout Scale ranged from 0.660 to 0.900. The obtained 'r' values indicate high construct validity of the scale.

Norms

On the basis of the statistical results, z-score norms have been developed by using the formula of $(X-M/\sigma)$ and the norms for interpretation of z-scores and the range of raw scores to measure the level of burnout among teachers have been presented in table 11.

Table 12
Norms for Interpretation of the Level of Burnout among Teachers

| Sr. No. | Range of Raw Score | Range of z-Scores | Grades | Level of Burnout |
|----------------|---------------------------|--------------------------|---------------|--------------------------------|
| 1. | 141 and above | +2.01 & above | A | Extreme High Level of Burnout |
| 2. | 120 to 140 | +1.26 to +2.00 | B | High Level of Burnout |
| 3. | 99 to 119 | +0.51 to +1.25 | C | Above Average Level of Burnout |
| 4. | 70 to 98 | -0.50 to +0.50 | D | Average Level of Burnout |
| 5. | 49 to 69 | -1.25 to -0.51 | E | Below Average Level of Burnout |
| 6. | 28 to 48 | -2.00 to -1.26 | F | Low Level of Burnout |
| 7. | 27 & below | -2.01 & below | G | Extreme Low Level of Burnout |

Teacher's Job Satisfaction Questionnaire (TJSQ-NAA) developed by Dr. (Mrs.) Nasrin and Dr. (Mrs.) Afshan Anees (2014).

Job satisfaction questionnaire has been developed on likert scale technique; a technique is used to measure the attitude and opinion. In this questionnaire investigator objective was to check the attitude and opinion of teacher/educators towards their profession i.e. teaching. Investigator selected the likert scale technique

i.e. (S.A = strongly agree, A = agree, U.D. = undecided, D.A. = disagree and S.D. = strongly disagree) because it is easy to construct, less time consuming and based on objective judgment.

Scoring

The scheme of scoring response categories involved differential weighting such that the response category, ‘Strongly Agree’ a weight of 5. ‘Agree’ a weight of 4, ‘Undecided’ a weight of 3, ‘Disagree’ a weight of 2, and ‘Strongly Disagree’ was given a weight of 1, in respect of response pertaining to positive statements. The scoring was reversed for the statements that were negative. This reversed polarity was then used for subsequent analyses. Marks according to the positive and negative statements were given on all the 42 items. The sum of these values gave the Job Satisfaction score for the subject.

Table 13
Scoring for TJSQ

| Category | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------|----------------|-------|-----------|----------|-------------------|
| Positive | 5 | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 | 5 |

Validity

Face validity - Face validity was established by circulating the questionnaire among judges, who were experienced Psychologist, Educators and Linguistic experts.

In order to find out the item validity, item correlation with total job satisfaction scores was computed. All the items had high co-efficient of correlation with the total score significant at .01 level of significance.

Reliability of TJSQ

Internal consistency of the questionnaire was found by split -half method. The reliability co-efficient by Spearman Brown formula was found 0.949 which is significant and high.

Norms for the full Teacher's Job Satisfaction Questionnaire have been prepared in Z-scores and given in Table 13.

Table 14

Norms for Interpretation of the Level of Teacher's Job Satisfaction Questionnaire

| Sl. No. | Range of Z-scores | Raw Score | Grade | Level of teacher's Job Satisfaction |
|---------|-------------------|-------------|-------|-------------------------------------|
| 1. | +2.01 and above | 198 & above | A | Extremely Satisfied |
| 2. | +1.26 to +2.00 | 182 to 197 | B | Highly Satisfied |
| 3. | +0.51 to +1.25 | 167 to 181 | C | Above Average Satisfied |
| 4. | -0.50 to +1.50 | 147 to 166 | D | Average/Moderate Satisfied |
| 5. | -0.51 to 1.25 | 132 to 146 | E | Below Average Satisfied |
| 6. | -1.26 to -2.00 | 116 to 131 | F | Dissatisfaction |
| 7. | -2.01 and below | 115 & below | G | Extremely Dissatisfaction |

Professional Commitment Scale for Teachers (PCST-KRB)

The scale was designed to measure the professional commitment of teachers in the light of the operational definition of professional commitment of teachers: “professional commitment of teachers is role obligation of teachers measurable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession concerned mainly with the learner, society, profession, attaining excellence and basic human values”

Professional commitment scale in its final form comprised of 45 items. Table 14 shows the distribution of items of Professional Commitment Scale for Teachers.

Table 15
Distribution of items (Area wise) in the final draft of Professional Commitment Scale for Teachers

| Area Code | Areas of Commitment | Item Number in each Area | Number of Items |
|--------------|----------------------------------|--------------------------|-----------------|
| A | Commitment to Learner | 1-9 | 9 |
| B | Commitment to Society | 10-18 | 9 |
| C | Commitment to Profession | 19-27 | 9 |
| D | Commitment to Attain Excellence | 28-36 | 9 |
| E | Commitment to Basic Human Values | 37-45 | 9 |
| Total | | | 45 |

Establishing the Reliability of the Scale

As the Scale being heterogeneous and items having been arranged logically the two halves could not have been identical. Therefore, test-retest reliability criterion was found to be most suitable for determining the reliability of this Scale. For establishing the reliability of the Professional Commitment Scale, the scale was administered to 100 teachers of 10 different schools of the study area. To the same teachers, the same scale was administered after the gap of one month for the test-retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (Significant at .01 level).

Establishing Validity of the Scale

Since there was no other such tool available to establish concurrent validity of the developed scale, the investigator made efforts to ensure and establish content and face validity of the tool in the following manner.

As regards its content validity test was shown to experts from the field of both teacher education and school education for obtaining their verdict on validity.

Beside this, items of the scale were selected after carefully scrutinizing the definition of professional commitment and its dimensions, hence scale has fair degree of content validity.

For establishing face validity, scale was also shown to eminent psychologists and sociologists. Its language, format, instructions and size were found suitable for respondents. All specialists were unanimous in their opinion; hence test has a fair degree of face validity.

Scoring System

Each item in the professional commitment scale has a response option on Likert' 5 points continuums viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with respective weights of 5, 4, 3, 2 and 1 for the positive statements and 1, 2, 3, 4 and 5 for the negative statements. The scoring procedure adopted is presented below in Table 15

Table 16
Scoring system for PCST

| Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|------------------|-----------------------|--------------|------------------|-----------------|--------------------------|
| Positive | 5 | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 | 5 |

z-Score Norms were prepared for the total population of male and female teachers combined and Norms for interpretation of z-scores for the level of Teacher's Professional Commitment have been given in Table 16.

Table 17
Norms for Interpretation of z-scores and Level of Professional Commitment of Teachers

| Sr. No. | Range of Raw Scores | Range of z-Scores | Level of Professional Commitment |
|----------------|----------------------------|--------------------------|---|
| 1. | 202 and above | +2.01 and above | Extremely High Commitment |
| 2. | 189-201 | +1.26 to +2.00 | High Commitment |
| 3. | 175-188 | +0.51 to +1.25 | Above Average Commitment |
| 4. | 158-174 | -0.50 to +0.50 | Average/Moderate Commitment |
| 5. | 144-157 | -0.51 to -1.25 | Below Average Commitment |
| 6. | 131-143 | -1.26 to -2.00 | Low Commitment |
| 7. | 130 and below | -2.01 and below | Extremely Low Commitment |

RECALIBRATION OF THE THREE TOOLS DEPLOYED IN THE STUDY.

Recalibration of a standardized tool refers to the process of revising and adjusting an existing measurement instrument to ensure its continued accuracy, relevance, and reliability in assessing the intended construct. This process involves updating the tool to reflect changes in population demographics, societal norms, technological advancements, and research developments. Recalibration ensures that the tool remains valid for the current context, improves its sensitivity and specificity, and maintains its ability to measure the intended variables consistently and effectively over time. It often includes revising item content, refining scoring methods, and revalidating the tool using new data and advanced statistical techniques.

Recalibration of a standardized tool is necessary to ensure its continued relevance, accuracy, and effectiveness in measuring the intended construct across different populations, time periods, and contexts. Over time, societal changes, advancements in research, shifts in cultural norms, and evolving theoretical understandings can impact the tool's validity and reliability. Recalibrating the tool ensures that it remains up-to-date, sensitive to new trends, and applicable to diverse groups, thereby maintaining its capacity to produce valid, consistent, and meaningful

results. This process also helps in improving its sensitivity, reducing biases, and enhancing its predictive power, making the tool more adaptable to contemporary research and practical applications.

Taking the above mention points into consideration, the researcher recalibrated the tools in the study on job satisfaction, professional commitment, and burnout of teachers in colleges affiliated to Mizoram University to ensure the instruments remained relevant, accurate, and culturally appropriate for the target population. Given the evolving educational environment, societal changes, and specific challenges faced by teachers in this region, recalibrating the tools allowed for a more precise measurement of the constructs in question. This process helped to reflect the unique experiences and working conditions of the teachers, ensuring that the tools accurately captured the nuances of job satisfaction, professional commitment, and burnout in the context of Mizoram University-affiliated colleges, thereby enhancing the validity and reliability of the study's findings.

Establishment of Reliability:

The researcher employed Spearman Brown and Guttman split-half method for ascertaining the reliability of the tools in the study on job satisfaction, professional commitment, and burnout of teachers in colleges affiliated to Mizoram University. To establishment the reliability, test was conducted among 100 teachers working in 16 different professional and non-professional colleges within Aizawl City. The scores of 100 college teachers were divided into two halves and Spearman Brown Correlation and Guttman split half-coefficient of correlation were calculated using SPSS 2023 version. The details of recalibration of reliability are given in the table below.

Table 18
Reliability coefficient by Spearman Brown and Guttman

| Method | N | Reliability Coefficient |
|--------------------------------|-----|-------------------------|
| <i>Professional Commitment</i> | | |
| Guttman | 100 | 0.767 |
| Spearman Brown | 100 | 0.843 |
| <i>Job Satisfaction</i> | | |
| Guttman | 100 | 0.673 |
| Spearman Brown | 100 | 0.678 |
| <i>Burn Out</i> | | |
| Guttman | 100 | 0.829 |
| Spearman Brown | 100 | 0.841 |

Establishment of Validity:

In order to measure what it was designed to assess, a standardised tool must be revalidated due to variations in background, culture, and ethnicity. A copy of the Teacher's Job Satisfaction Questionnaire, Teacher's Burnout Scale, and Professional Commitment Scale for Teachers were given to 10 education professionals in order to revalidate the tools. Based on these experts' feedback and opinions, the scales were deemed valid for the purposes for which they were designed.

Recalibration of Teacher's Burnout Scale (TBS-GMRS)

The Teacher's Burnout Scale (TBS-GMRS), developed by Prof. Madhu Gupta and Ms. Surekha Rani, is a valuable tool for measuring burnout among teachers. However, to ensure that the scale is relevant for assessing burnout specifically among teachers in colleges affiliated with Mizoram University, it was found necessary to recalibrate the scale to reflect the unique challenges these educators face, such as workload, technological fatigue, administrative stress, and cultural factors.

The recalibration of the TBS-GMRS using Z-scores has led to the development of more accurate and reliable norms for measuring burnout among teachers in Mizoram University-affiliated colleges. The process has ensured that the scale is tailored to the unique challenges faced by teachers in these institutions, including administrative pressures, resource constraints, and the stress of adapting to online teaching. The new norms—based on Z-scores— are presented below.

Table 19
Recalibrated Raw Score & Score Norms for Teachers' Burnout Scale

| RAW Score | Z-Score | RAW Score | Z-Score | RAW Score | Z-Score |
|----------------------|----------------|----------------------|----------------|----------------------|----------------|
| 0 | -2.903 | 42 | -0.710 | 71 | 0.803 |
| 2 | -2.799 | 43 | -0.658 | 72 | 0.856 |
| 3 | -2.746 | 44 | -0.606 | 73 | 0.908 |
| 4 | -2.694 | 45 | -0.554 | 74 | 0.960 |
| 7 | -2.538 | 46 | -0.502 | 75 | 1.012 |
| 9 | -2.433 | 47 | -0.449 | 76 | 1.064 |
| 10 | -2.381 | 48 | -0.397 | 77 | 1.117 |
| 11 | -2.329 | 49 | -0.345 | 78 | 1.169 |
| 13 | -2.224 | 50 | -0.293 | 79 | 1.221 |
| 16 | -2.068 | 51 | -0.241 | 80 | 1.273 |
| 17 | -2.016 | 52 | -0.188 | 81 | 1.326 |
| 18 | -1.963 | 53 | -0.136 | 82 | 1.378 |
| 24 | -1.650 | 54 | -0.084 | 86 | 1.587 |
| 25 | -1.598 | 55 | -0.032 | 87 | 1.639 |
| 26 | -1.546 | 56 | 0.020 | 89 | 1.743 |
| 27 | -1.494 | 57 | 0.073 | 90 | 1.795 |
| 28 | -1.441 | 58 | 0.125 | 91 | 1.848 |
| 30 | -1.337 | 59 | 0.177 | 92 | 1.900 |
| 31 | -1.285 | 60 | 0.229 | 93 | 1.952 |
| 32 | -1.233 | 61 | 0.281 | 95 | 2.056 |
| 33 | -1.180 | 62 | 0.334 | 96 | 2.109 |
| 34 | -1.128 | 63 | 0.386 | 97 | 2.161 |
| 35 | -1.076 | 64 | 0.438 | 99 | 2.265 |
| 36 | -1.024 | 65 | 0.490 | 101 | 2.370 |
| 37 | -0.972 | 66 | 0.542 | 104 | 2.526 |
| 38 | -0.919 | 67 | 0.595 | 107 | 2.683 |
| 39 | -0.867 | 68 | 0.647 | 108 | 2.735 |
| 40 | -0.815 | 69 | 0.699 | 118 | 3.257 |
| 41 | -0.763 | 70 | 0.751 | 161 | 5.502 |

The table below provides a recalibrated norms for interpreting Burnout scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 20
Recalibrated Norms for Interpretation of the Level of Burnout among Teachers

| Sr. No. | Range of Raw Score | Range of z-Scores | Grades | Level of Burnout |
|----------------|---------------------------|--------------------------|---------------|--------------------------------|
| 1. | 95 and above | +2.01 & above | A | Extreme High Level of Burnout |
| 2. | 80 to 94 | +1.26 to +2.00 | B | High Level of Burnout |
| 3. | 66 to 79 | +0.51 to +1.25 | C | Above Average Level of Burnout |
| 4. | 47 to 65 | -0.50 to +0.50 | D | Average Level of Burnout |
| 5. | 32 to 46 | -1.25 to -0.51 | E | Below Average Level of Burnout |
| 6. | 18 to 31 | -2.00 to -1.26 | F | Low Level of Burnout |
| 7. | 17 & below | -2.01 & below | G | Extreme Low Level of Burnout |

Recalibration of Teacher's Job Satisfaction Questionnaire (TJSQ-NAA)

The Teacher's Job Satisfaction Questionnaire norms was recalibrated to ensure that they remained relevant and reflective of the current sample, ultimately enhancing the credibility and applicability of the study's results. The new norms—based on Z-scores— are presented below.

Table 21
Recalibrated Z-Score Norms for TJSQ

| RAW Score | Z- Score | RAW Score | Z- Score | RAW Score | Z- Score |
|----------------------|-----------------|----------------------|-----------------|----------------------|-----------------|
| 124 | -2.911 | 161 | -0.482 | 186 | 1.159 |
| 127 | -2.714 | 162 | -0.416 | 187 | 1.225 |
| 128 | -2.648 | 163 | -0.351 | 188 | 1.291 |
| 129 | -2.583 | 164 | -0.285 | 189 | 1.356 |
| 135 | -2.189 | 165 | -0.219 | 190 | 1.422 |
| 136 | -2.123 | 166 | -0.154 | 191 | 1.488 |
| 139 | -1.926 | 167 | -0.088 | 192 | 1.553 |
| 143 | -1.664 | 168 | -0.022 | 193 | 1.619 |
| 144 | -1.598 | 169 | 0.043 | 195 | 1.750 |
| 145 | -1.532 | 170 | 0.109 | 196 | 1.816 |
| 146 | -1.467 | 171 | 0.175 | 197 | 1.881 |
| 147 | -1.401 | 172 | 0.240 | 198 | 1.947 |
| 148 | -1.335 | 173 | 0.306 | 199 | 2.013 |
| 149 | -1.270 | 174 | 0.371 | 200 | 2.078 |
| 150 | -1.204 | 175 | 0.437 | 201 | 2.144 |
| 151 | -1.138 | 176 | 0.503 | 202 | 2.210 |
| 152 | -1.073 | 177 | 0.568 | 211 | 2.800 |
| 153 | -1.007 | 178 | 0.634 | 250 | 5.361 |
| 154 | -0.942 | 179 | 0.700 | | |
| 155 | -0.876 | 180 | 0.765 | | |
| 156 | -0.810 | 181 | 0.831 | | |
| 157 | -0.745 | 182 | 0.897 | | |
| 158 | -0.679 | 183 | 0.962 | | |
| 159 | -0.613 | 184 | 1.028 | | |
| 160 | -0.548 | 185 | 1.094 | | |

The table below provides a recalibrated norms for interpreting Job Satisfaction scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 22
Recalibrated Norms for Interpretation of the Level of Teacher's Job Satisfaction Questionnaire

| Sl. No. | Range of Z-scores | Raw Score | Grade | Level of teacher's Job Satisfaction |
|---------|-------------------|-------------|-------|-------------------------------------|
| 1. | +2.01 and above | 199 & above | A | Extremely Satisfied |
| 2. | +1.26 to +2.00 | 188 to 198 | B | Highly Satisfied |
| 3. | +0.51 to +1.25 | 177 to 187 | C | Above Average Satisfied |
| 4. | -0.50 to +1.50 | 161 to 176 | D | Average/Moderate Satisfied |
| 5. | -0.51 to 1.25 | 150 to 160 | E | Below Average Satisfied |
| 6. | -1.26 to -2.00 | 138 to 149 | F | Dissatisfaction |
| 7. | -2.01 and below | 137 & below | G | Extremely Dissatisfaction |

Recalibration of Professional Commitment Scale for Teachers (PCTS-KRB)

The Professional Commitment Scale for teachers was originally standardized with a specific norm for interpretation. However, given that the scale was administered to a completely different and diverse population, the need arose to re-establish the norm in order to yield more dependable and relevant results. The raw scores from all the respondents were converted into Z-scores, which allowed for the adjustment of the scale to the new population, taking into account any variations in the data distribution. By using Z-scores, the scores were standardized, and a new set of norms was created to ensure more accurate interpretation of Professional Commitment within this specific population. Below are the tables presenting the recalibrated z-score norms and norms for interpretation.

Table 23
Recalibrated Z-Score Norms for Professional Commitment Scale

| RAW Score | Z Score | RAW Score | Z Score | RAW Score | Z Score |
|----------------------|----------------|----------------------|----------------|----------------------|----------------|
| 124 | -3.030 | 157 | -0.754 | 180 | 0.833 |
| 130 | -2.616 | 158 | -0.685 | 181 | 0.902 |
| 131 | -2.548 | 159 | -0.616 | 182 | 0.971 |
| 132 | -2.479 | 160 | -0.547 | 183 | 1.040 |
| 133 | -2.410 | 161 | -0.478 | 184 | 1.109 |
| 136 | -2.203 | 162 | -0.409 | 185 | 1.178 |
| 137 | -2.134 | 163 | -0.340 | 186 | 1.247 |
| 138 | -2.065 | 164 | -0.271 | 187 | 1.316 |
| 140 | -1.927 | 165 | -0.202 | 188 | 1.385 |
| 141 | -1.858 | 166 | -0.133 | 189 | 1.454 |
| 142 | -1.789 | 167 | -0.064 | 190 | 1.523 |
| 143 | -1.720 | 168 | 0.005 | 191 | 1.592 |
| 145 | -1.582 | 169 | 0.074 | 192 | 1.661 |
| 146 | -1.513 | 170 | 0.143 | 193 | 1.730 |
| 147 | -1.444 | 171 | 0.212 | 194 | 1.799 |
| 149 | -1.306 | 172 | 0.281 | 195 | 1.868 |
| 150 | -1.237 | 173 | 0.350 | 196 | 1.937 |
| 151 | -1.168 | 174 | 0.419 | 197 | 2.005 |
| 152 | -1.099 | 175 | 0.488 | 200 | 2.212 |
| 153 | -1.030 | 176 | 0.557 | 202 | 2.350 |
| 154 | -0.961 | 177 | 0.626 | 203 | 2.419 |
| 155 | -0.892 | 178 | 0.695 | 204 | 2.488 |
| 156 | -0.823 | 179 | 0.764 | 205 | 2.557 |

The table below provides a recalibrated norms for interpreting Professional Commitment scores based on the recalibrated Z-scores, allowing researcher to make more informed and accurate assessments with regards to the new population.

Table 24
Recalibrated Norms for Interpretation of z-scores and Level of Professional Commitment of Teachers

| Sr. No. | Range of Raw Scores | Range of z-Scores | Level of Professional Commitment |
|----------------|----------------------------|--------------------------|---|
| 1. | 197 and above | +2.01 and above | Extremely High Commitment |
| 2. | 187-196 | +1.26 to +2.00 | High Commitment |
| 3. | 176-186 | +0.51 to +1.25 | Above Average Commitment |
| 4. | 161-175 | -0.50 to +0.50 | Average/Moderate Commitment |
| 5. | 152-160 | -0.51 to -1.25 | Below Average Commitment |
| 6. | 139-151 | -1.26 to -2.00 | Low Commitment |
| 7. | 138 and below | -2.01 and below | Extremely Low Commitment |

Administration of tools and collection of data

The Teachers' Burnout Scale, Teachers' Job Satisfaction Questionnaire, and Professional Commitment Scale were administered to 448 teachers in colleges/institution affiliated to Mizoram University. The investigator personally visited the colleges/institutions within Mizoram, obtaining permission from the Principals/Institutional Head before administration of questionnaire to the respondents. The study's objectives and guidelines for marking their chosen responses were effectively communicated to the participants beforehand. Teachers were briefed on the study's purpose to establish rapport and ensure comfort, with instructions provided on the questionnaire cover page for clarity. They were given sufficient time to reflect on the statements to ensure genuine responses. Participants were guaranteed that their answers would be treated with utmost confidentiality and solely utilized for research purposes, confidentiality was assured to encourage honest responses. During the collection of completed responses, care was taken to confirm that all questions and statements had been addressed, and the necessary personal information was provided by the participants. Upon completion, the

questionnaires were collected, scored per the test manual, and the data were subjected to statistical treatment.

Tabulation of data

The collected data was systematically classified and thoroughly reviewed to ensure alignment with the study's objectives. Only relevant and usable data were tabulated in an Excel spreadsheet. The tabulated data was then analyzed using the appropriate statistical methods specified for the study.

Statistical techniques for analysis of data

In consideration of the data's characteristics and the study's objectives, the researcher utilized the following statistical methods for data analysis:

1. ***Descriptive statistics measures:*** Various measures such as Means, Standard Deviation, Central tendency, Percentages and z-score were employed to understand the distribution of scores and classify teachers into different categories based on the nature of their scores. It was used to find out the level of Burnout, Job Satisfaction and Professional Commitment among the respondents.
2. ***Test of significance for mean difference:*** To assess the significance of differences in mean scores among different groups categorized by gender, age, marital status, educational qualification and types of institution, the t-test was applied. ANOVA was used for comparing level of Burnout, Job Satisfaction and Professional Commitment among the respondents based on their teaching experience,
3. ***Co-efficient of correlation:*** The Pearson Product Moment Correlation was used to investigate the relationship between Job Satisfaction, Burnout and Professional Commitment among the respondents.

In summary, these statistical techniques were chosen based on the data's characteristics and the specific research objectives to effectively analyse the collected data.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are listed below:

1. Level of job satisfaction of teachers in colleges affiliated to Mizoram University.

- (i) Out of 448 samples only 8 teachers (1.79%) are extremely satisfied with their job.
- (ii) A total of 39 teachers (8.71%) were highly satisfied with their job.
- (iii) A total of 84 teachers (18.75%) in colleges affiliated to Mizoram University are above average satisfied with their job.
- (iv) The most significant portion of the teachers (188 teachers, 41.96%) in colleges affiliated to Mizoram University are average satisfied with their job.
- (v) A smaller proportion of teachers (101 teachers, 22.54%) in colleges affiliated to Mizoram University reported being below average satisfied with their job.
- (vi) A small portion of the respondents, only 20 teachers (4.46%) are dissatisfied with their job.
- (vii) Only 8 teachers (1.79%) are extremely dissatisfied with their job.

To conclude, the data showed a generally positive trend in teacher job satisfaction, with a significant portion of teachers (94.64 %) expressing satisfaction at varying levels. However, there was still a notable segment (5.31%) experiencing dissatisfaction, and the majority (44.83%) fall into average satisfaction category, suggesting potential for further improvements in teacher engagement and working conditions.

2. Comparison of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 25

Table highlighting the findings related to objective no.2 (job satisfaction)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance |
|--------|---------------------------|--------------------|-------------|------------|---------|-----------------------|
| 1. | Gender | Male- 165 | 166.95 | 16.65 | 1.47 | Not Significant |
| | | Female- 283 | 169.14 | 14.30 | | |
| 2. | Age | Below 40- 206 | 166.65 | 15.69 | 2.17 | Significant at 0.05 |
| | | Above 40- 242 | 169.77 | 14.70 | | |
| 3. | Teaching Experience | Source of Variance | n of square | ean square | F-Ratio | Not Significant |
| | | Between set | 1260.92 | 630.46 | 2.738 | |
| | | Within set | 102455.8 | 230.23 | | |
| 4. | Marital Status | Married- 261 | 168.27 | 14.36 | 0.11 | Not Significant |
| | | Unmarried- 187 | 16.40 | 16.40 | | |
| 5. | Educational Qualification | Master Degree- 331 | 167.12 | 15.60 | 2.85 | Significant at 0.01 |
| | | Ph.D - 117 | 171.76 | 13.6 | | |

To attain a better and more vivid understanding of the findings related to objective no.2, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to job satisfaction was tested separately as shown below;

- There is no significance difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to gender.
- There is a significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to age.
- There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to teaching experience.

- (d) There is no significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to marital status.
- (e) There is a significant difference in the level of job satisfaction among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

3. Comparison of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) There is no significant difference in the level of job satisfaction between teachers working in professional and non-professional colleges affiliated to Mizoram University.

4. Level of professional commitment of teachers in colleges affiliated to Mizoram University.

- (i) A very small percentage of teachers precisely 6 in numbers accounting to 1.34% have extremely high professional commitment.
- (ii) A slightly larger proportion of teachers (44 teachers, 9.82%) in colleges affiliated to Mizoram University have high professional commitment.
- (iii) Out of the total, a notable portion of teachers accounting to 90 in numbers (20.09%) have above average professional commitment.
- (iv) The largest group of teachers comprising of 179 teachers accounting to 39.96% of the total sample 48.66% have average professional commitment.
- (v) A moderate portion of teachers (76 teachers, 16.96%) have below average professional commitment.
- (vi) There are 41 teachers accounting to 9.15% of the sample who exhibited low professional commitment.
- (vii) A very small number with 12 teachers accumulating to 2.68% of the total sample have extremely low professional commitment.

In summary, the data showed that a significant majority of teachers in colleges affiliated to Mizoram University (approximately 75%) have an average or

above-average level of professional commitment. Only a small percentage (about 13%) showed low or extremely low commitment, indicating that while some teachers may feel less engaged, the overall level of professional commitment among teachers was relatively positive.

5. Comparison of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 26

Table highlighting the findings related to objective no.5 (Professional commitment)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance | |
|------------------|---------------------------|--------------------|------------------|-------------|---------|-----------------------|---------------------|
| 1. | Gender | Male- 165 | 165.55 | 14.35 | 2.66 | Significant at 0.01 | |
| | | Female- 283 | 169.31 | 14.42 | | | |
| 2. | Age | Below 40- 206 | 165.10 | 15.05 | 3.8 | Significant at 0.01 | |
| | | Above 40- 242 | 170.33 | 13.57 | | | |
| 3. | Teaching Experience | Source of Variance | Sum of square | Mean square | f-ratio | Significant | |
| | | Between set | 2673.12 | 1336.56 | 6.51 | | |
| | | Within set | 91256.59 | 205.07 | | | |
| | | (i) | Below 10 yrs | 165.78 | 15.16 | 1.35 | Not Significant |
| | | | 10-20 yrs | 167.93 | 14.28 | | |
| | | (ii) | Below 10 yrs | 165.78 | 15.16 | 3.6 | Significant at 0.01 |
| | | | 21 yrs and above | 172.23 | 12.50 | | |
| | | (iii) | 10-20 yrs | 167.93 | 14.28 | 2.44 | Significant at 0.05 |
| 21 yrs and above | 172.23 | | 12.50 | | | | |
| 4. | Marital Status | Married- 261 | 168.49 | 14.33 | 0.96 | Not Significant | |
| | | Unmarried- 187 | 167.14 | 14.71 | | | |
| 5. | Educational Qualification | Master Degree- 331 | 167.32 | 13.76 | 1.47 | Not Significant | |
| | | Ph.D - 117 | 169.62 | 16.33 | | | |

To attain a better and more vivid understanding of the findings related to objective no.4, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to professional commitment was tested separately as shown in below;

- (a) There is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to gender.
- (b) There is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to age.
- (c) There is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience. Since the level of significant is found to be significant. T- test is further calculated:
 - (i) **Comparison of professional commitment between below 10 years of teaching experience and 10 to 20 years of teaching experience.**
 - There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience among teachers with below 10 years and 10 to 20 years' teaching experience.
 - (ii) **Comparison of professional commitment between below 10 years of teaching experience and 21 years and above teaching experience.**
 - There is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience among teachers with below 10 years and 21 years and above teaching experience.
 - (iii) **Comparison of professional commitment between 10 to 20 years of teaching experience and 21 years and above teaching experience.**
 - There is a significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to teaching experience.
- (d) There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to marital status.
- (e) There is no significant difference in the level of professional commitment among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

6. Comparison of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) There is no significant difference in the level of professional commitment between teachers working in professional and non-professional colleges affiliated to Mizoram University.

7. Level of burnout teachers in colleges affiliated to Mizoram University.

- (i) Only 12 teachers denoting a very small proportion of the sample with 2.68% have extremely high level of burnout.
- (ii) A total of 21 teachers with 4.69% reported high level of burnout in this sample.
- (iii) A total of 79 teachers forming a small percentage of 17.63% have above average levels of burnout.
- (iv) A moderate percentage (48.88%) of the total sample comprising of 219 teachers have an average level of burnout.
- (v) A significant portion of the sample comprising of 82 teachers accounting to 18.31% have below average level of burnout.
- (vi) A total of 3.35% of the sample consisting of 15 teachers experience a low level of burnout.
- (vii) A total of 20 teachers which constitute a smaller percentage of 4.46% have extremely low level of burnout.

To conclude, the majority of teachers (76.34%) reported Below Average or Low levels of burnout, which was generally a positive outcome, indicating that most teachers are not experiencing extreme stress or fatigue. A small portion of teachers (around 1.78%) reported higher levels of burnout, which may indicate a need for targeted interventions to address the causes of burnout in specific teachers. The absence of teachers reporting High Level of Burnout was a positive sign, suggesting that severe burnout was not widespread among the sample.

8. Comparison of burnout among teachers in colleges affiliated to Mizoram University with reference to gender, age, teaching experience, marital status and educational qualification.

Table: 27
Table highlighting the findings related to objective no.4 (Burnout)

| Sl. No | Independent Variable | Numbers | Mean | SD | t-value | Level of significance |
|--------|---------------------------|--------------------|-------|-------|---------|-----------------------|
| 1. | Gender | Male- 165 | 57.01 | 19.84 | 1.18 | Not Significant |
| | | Female- 283 | 54.78 | 18.72 | | |
| 2. | Age | Below 40- 206 | 59.03 | 18.27 | 3.53 | Significant at 0.01 |
| | | Above 40- 242 | 52.69 | 19.43 | | |
| 3. | Teaching Experience | | | | | Not Significant |
| | | | | | | |
| | | | | | | |
| 4. | Marital Status | Married- 261 | 54.22 | 17.82 | 1.81 | Not Significant |
| | | Unmarried- 187 | 57.54 | 20.76 | | |
| 5. | Educational Qualification | Master Degree- 331 | 57.00 | 19.05 | 2.61 | Significant at 0.05 |
| | | Ph.D - 117 | 51.64 | 18.97 | | |

To attain a better and more vivid understanding of the findings related to objective no.8, the comparison of different independent variables- gender, age, teaching experience, marital status and educational qualification with regards to burnout was tested separately as shown below;

- There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to gender.
- There is a significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to age.

- (c) There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to teaching experience.
- (d) There is no significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to marital status.
- (e) There is a significant difference in the level of burnout among teachers in colleges affiliated to Mizoram University with reference to educational qualification.

9. Comparison of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

- (i) There is no significant difference in the level of burnout between teachers working in professional and non-professional colleges affiliated to Mizoram University.

10. Relationship between burnout and job satisfaction of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the correlation coefficient between burnout and job satisfaction was -0.415, which indicated a moderate negative correlation between the two variables. Hence, there is a significant negative relationship between burnout and job satisfaction.

11. Relationship between burnout and professional commitment of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the correlation coefficient between burnout and professional commitment was -0.373, indicating a moderate negative relationship between the two variables. Hence, there is a significant negative correlation between burnout and professional commitment.

12. Relationship between job satisfaction and professional commitment of teachers in colleges affiliated to Mizoram University.

- (i) The study revealed that the Pearson correlation coefficient of 0.392 indicated a positive correlation between professional commitment and job satisfaction. Hence, it was suggested that as professional commitment increases, job satisfaction also tends to increase, and vice versa.

Educational Implication of the study

The present study entitled job satisfaction, professional commitment, and burnout of teachers in colleges affiliated with Mizoram University holds significant educational implications for both policymakers as well as teachers and academic institutions within the state. The importance can be for several reasons, especially in the context of improving the quality of education, supporting teacher well-being, and ensuring sustainable institutional growth. The findings of this research reveal the interplay between these three critical factors- job satisfaction, professional commitment and burnout and underscore the necessity of addressing them for the benefit of both educators and students. Understanding the relationship between these factors is crucial for creating a supportive and productive teaching environment, which ultimately affects the quality of education provided to students. The implications are put forward with a focus on strategies that can be implemented to enhance job satisfaction, professional commitment, and reduce burnout among teachers.

First, based on the facts availed through the research findings, policy makers and administrators can have a vivid knowledge and clear perspective regarding the current situation in which teachers in colleges affiliated to Mizoram University stand with regards to the three different variables under study. The knowledge can be instrumental in tailoring timely need base as well as evidence-based strategies and initiatives to be implemented for the well-being of the teachers.

Second, the finding from the study reveals that teachers in Mizoram exhibit favourable result wherein, most of the teachers fall into the average satisfaction category with regards to job satisfaction, majority of teachers fall into average and above average category with regards to professional commitment, and majority of teachers report below average level of burnout. This result though favourable does not indicate total absence of the three variables under study. The existence can be witnessed in certain number of teachers. Therefore, it is crucially significant that timely actions be taken effective, because the issues bring about detrimental effect when not attended on time. This study emphasizes the need to focus on the well-being of teachers to ensure they can perform their duties optimally, thus enhancing the quality of education.

Third, as the study indicates differences in the three-variable based on age where teachers above 40 years show more promise and favourable outcome compared to their younger counterpart, it becomes imperative that the expertise and knowledge accumulated with age be generated to younger teachers. Mentorship programs that pair experienced teachers with younger faculty could help guide younger teachers, ensuring professional development across different age groups. These targeted interventions would contribute to a more motivated and dedicated teaching workforce, benefiting both teachers, students and the institution as a whole.

Fourth, the study underscores the significance of professional development in enhancing job satisfaction and professional commitment and decreasing burnout among teachers. Teachers with Ph.D degree fare far better compared to teacher with master degree. This shows the importance of persistent professional development and higher educational qualification among teachers. This study urges institutions as well as administrators to recognize and address these needs by offering career advancement opportunities and professional development programs for the teachers.

Fifth, the research can inform and aid in initiating the development of purposeful and periodical guidance and counselling, regular workshops, seminars and training programs that specifically target the identified developmental needs of college teachers in Mizoram. These programs can offer support in areas such as decision-making, communication, time management, stress management, equipping teachers with up-to-date skills as well as knowledge and professional growth. By addressing these aspects, colleges can contribute to the overall well-being and sound mental health of their teachers.

Sixth, prevalence of dissatisfaction, lack of professional commitment and burnout witnessed from the findings urges for the development of comprehensive as well as persistent monitoring and feedback mechanism to timely address the issues among teachers. By tailoring this kind of mechanism, administrators as well as institutional heads can have a better knowledge about the actual situation of their employees so that timely interventions can be rendered. This approach is likely to result in improved academic performance, increased motivation, deeper satisfaction and better overall well-being of college teachers.

Seven, the study's educational implications extend beyond just the teachers and touch upon the broader aspect of the society. Teachers who possess strong job satisfaction, professional commitment, and minimal burnout are better equipped to nurture and develop the next generation of students as per the evolving demands of the 21st century. They contribute not only to students' academic development but also their social and personal growth inculcating qualities such as effective problem-solving, critical thinking, resilience and empathy. By fostering well-rounded individuals, college teachers in Mizoram can play pivotal role in building a healthy and sound society.

In conclusion, this study underscores the critical importance of addressing teacher burnout, job satisfaction, and professional commitment within colleges affiliated to Mizoram University. By improving these aspects, educational institutions can create a more supportive, effective, and engaging teaching environment, which in turn will have a positive impact on the overall educational outcomes for students. The findings serve as a foundation for future research and policy-making aimed at fostering a healthier, more committed teaching workforce.

Recommendations

Following are the recommendations put forward to reduce burnout so that job satisfaction and professional commitment can be improved among teachers in colleges affiliated to Mizoram university.

A. Recommendations based on: Findings related to Job Satisfaction among teachers in colleges affiliated to Mizoram University

Based on the findings of the study on job satisfaction among teachers in colleges affiliated to Mizoram University, few recommendations are made to enhance teachers' job satisfaction and address the identified areas for improvement:

1. ***Tailored interventions:*** Implementing tailored interventions like counselling, conflict resolution, and mentoring for dissatisfied teachers would be very helpful. Creating open channels for feedback will help identify specific concerns and improve job satisfaction.

2. *Peer support and collaboration:* Pairing *experienced faculty with newer* teachers can be meaningful to provide guidance, support, and a sense of community.

3. *Provision of opportunity for enhancement of professional development:* Educational institutions can provide opportunities for teachers to pursue higher education, professional development courses, and research sabbaticals. This will enhance job satisfaction and promote continued growth and commitment within the teaching profession.

4. *Development of work environment:* Educational policies should prioritize fairness and inclusivity, offering equal support and development opportunities to all teachers, regardless of gender, marital status, or expertise, fostering a balanced and supportive work environment.

5. *Continuous Monitoring and Feedback Mechanisms:* Continuous monitoring and feedback mechanisms, such as surveys and interviews, allow institutions to stay responsive to teachers' evolving needs, ensuring timely interventions and sustained improvements in job satisfaction and institutional support.

B. Recommendations Based on: Findings related to Professional Commitment among teachers in colleges affiliated to Mizoram University

Based on the findings, the following recommendations are proposed to address professional commitment issues and improve teacher commitment towards their profession:

1. *Skill-building workshops:* To foster deeper commitment towards the profession structured career progression paths, regular skill-building workshops, and leadership training opportunities for early-career teachers would be beneficial to not only boost their professional commitment but also improve their motivation.

2. *Focus on internal factors:* Considering internal aspects which includes work environment, leadership, and teacher-student relationships should be given consideration. Better involvement and deeper commitment would result from developing a feeling of community and collaboration, opening up chances for cross-disciplinary research, and improving the teaching-learning process in colleges.

3. ***Improving teacher Participation:*** Improving teacher involvement is a must to build commitment among teachers. Involving teachers in institutional planning and policy-making processes can be helpful.

4. ***Fostering a Collaborative Culture:*** Promoting teamwork and collaboration among faculty is imperative for good working environment. Initiatives such as faculty retreats, collaborative research projects, and interdisciplinary teaching teams can be organised.

5. ***Monitoring and Feedback:*** Monitoring and feedback with the help of focus groups, one-on-one discussions, or anonymous surveys should be conducted so that policies, procedures, and support systems that directly affect teachers' commitment to their profession be regularly improved.

C. Recommendations Based on: Findings related to Burnout among teachers in colleges affiliated to Mizoram University.

The following recommendations are proposed to address burnout and improve teacher well-being:

1. ***Support programmes for Younger Teachers:*** To address and reduce burnout of younger teachers, tailored support programs such as mentorship, time management, and stress management workshops can be introduced.

2. ***Workload Management:*** Regularly assessing and adjusting faculty workloads to prevent excessive teaching hours and ensuring a balanced distribution of responsibilities for all is ideal for teachers' well-being.

3. ***Initiative with regards to Work-Life Balance:*** It is important that certain initiatives be implemented like flexible work hours, wellness programs, and social engagement activities to improve work-life balance of teachers in colleges.

4. ***Physical and mental health support:*** It is imperative that access to counselling, stress management workshops, and mental health resources be provided teachers to foster physical and mental well-being.

5. *Persistent Monitoring of Burnout:* To monitor burnout levels among teachers, administration should conduct regular burnout surveys or feedback systems. Timely data availed through the process will help in designing interventions that address emerging burnout trends.

Summary:

The findings of this study provide a clear indication that while the majority of teachers in colleges affiliated to Mizoram University are experiencing low to moderate burnout levels, average job satisfaction and professional commitment, targeted interventions are needed for specific groups such as younger teachers, those with Master's degrees, and those facing heavy workloads. Implementing the recommendations above could help mitigate burnout, promote job satisfaction, and improve overall professional commitment among teachers, fostering a more sustainable and healthier academic environment.

Suggestion for Future Research on Job Satisfaction, Professional Commitment, and Burnout of Teachers in Colleges Affiliated to Mizoram University:

1. Longitudinal Studies can be conducted to trace how burnout, professional commitment, and job satisfaction among teachers in Mizoram evolve over an extended period of time. The study will help us in understanding how these factors change over time as well as the long-term impact of interventions implemented based on previous findings.
2. Personal factors like work-life balance, health, family obligations, and coping strategies play a vital role in determining levels of job satisfaction, professional commitment, and burnout in teachers. Therefore, research examining the ways in which coping mechanisms, individual resilience, and personal life circumstances influence these variables can be carried out.
3. Institutional support systems to a great extent determines the levels of teachers' burnout, professional commitment, and job satisfaction. Research examining the ways in which institutional rules, career development opportunities, mentorship,

and administrative support influence these factors can be carried out which can guide colleges in creating conducive environment for the teachers.

4. Society and culture play a very crucial role in every individual life including the teachers in Mizoram. Research study in this context examining the ways in which Mizoram's social and cultural milieu affects teachers' burnout, professional commitment and job satisfaction can be conducted. Teachers in this area may be particularly impacted by local educational standards, cultural values, and societal expectations. Examining the ways in which these elements influence teachers' attitudes towards their jobs and commitment to the field may provide important information for creating regional approaches to enhance teachers' well-being.
5. Comparative research can be undertaken to compare job satisfaction, professional commitment and burnout of teachers in colleges affiliated to Mizoram University with those from other states or regions in India to identify potential regional disparities or variations and their impact on these on the well-being of teachers.
6. With regards to job satisfaction, professional commitment and burnout, investigation or research can also be conducted for teachers in other areas such as schools and other institution within the state to gain insight into the actual conditions of teachers so that needed and timely assistance can be provided.

Conclusion:

In conclusion, this study sheds light on the levels of burnout, job satisfaction, and professional commitment of teachers in colleges affiliated to Mizoram University, revealing key insights that can be useful for enhancing the well-being of teachers and improving the quality of education in Mizoram. The study highlights that, overall, teachers experience relatively average and below average level of burnout and average level of job satisfaction and professional commitment. While the results portrayed by the research seem positive, the presence of factors contributing to burnout, job dissatisfaction, and lack of professional commitment clearly exists among teachers in colleges of Mizoram. It necessitates timely intervention to prevent them from worsening. The factors that exist when not timely

addressed can have detrimental effects not only on teachers' well-being but also on student's outcome, overall educational environment and the community as a whole. The research, based on the findings, emphasized on the significance of continuous professional development and formulation of adequate career progression plan as teachers with higher educational qualification tend to report higher job satisfaction and professional commitment with lower level of burnout. Additionally, older teachers were found to possess higher job satisfaction and lower burnout indicating that age and teaching experience play significant role in shaping level of job satisfaction and burnout of an individual towards the profession. This implies that initiatives inclusive of knowledge-sharing and mentorship programs may help close the gap between faculty members with regards to age and experience. Furthermore, the study emphasizes that teaching profession being a very demanding profession constantly come across different challenges which needs to be addressed on time for the optimum benefit of the students. The challenges that occur constantly causes disparities in the level of burnout, job satisfaction and professional commitment among teachers. Consistent feedback and monitoring mechanism should be established so that emerging issues can be timely identified and addressed proactively.

Ultimately, the research underscores the need for proactive measures to support teachers' well-being, enhancing their job satisfaction, and fostering a higher level of professional commitment. By doing so, it will not only improve job satisfaction and reduce burnout but also contribute to a more engaged, motivated, and committed teaching workforce, benefiting teachers, students and the society at large.

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