

A STUDY ON MENTAL HEALTH OF TEACHER  
EDUCATORS IN RELATION TO THEIR JOB  
SATISFACTION

*A Dissertation Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Philosophy in Education*

SUBMITTED BY

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KOLKATA

2019

***This Dissertation Dedicated to my Respected  
Parents, Uncle and my Husband for their  
Endless Support, Encouragement, Love &  
their Blessings***

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Certified that the thesis entitled, A Study on mental Health of Teacher Educators In Relation to their Job Satisfaction submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in Education of Jadavpur University, is based upon my own original work and there is no plagiarism. This is also to certify that the work has not been submitted by me for the award of any other degree/diploma of the same Institution where the work is carried out, or to any other Institution. A paper out of this dissertation has also been presented by me at a seminar/conference at ICPWEARD 2018, JADAVPUR UNIVERSITY, thereby fulfilling the criteria for submission, as per the M.Phil Regulation (2017) of Jadavpur University.

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## **ACKNOWLEDGEMENT**

The researcher received help, support and encouragement from many people for the preparation of this thesis. At the very onset, the researcher expresses her profound and unreserved gratitude and respect to her guide **Prof. Ashoke Kumar Biswas**, Department of Physical Education, Jadavpur University for giving his kind consent to be her supervisor. His constant guidance, supervision, support and suggestions enabled the researcher to undertake this research. The present research project would have remained an unfulfilled dream of the researcher without his constant support and guidance.

The researcher expresses her heartiest gratitude and respect to Dr. Muktipada Sinha, Associate Professor, Department of Education, Jadavpur University for his encouragement during this study. The researcher wishes to express her best regards and gratitude to Prof. (Dr.) Bishnupada Nanda, Professor and Head of the Department, Department of Education, Jadavpur University, for his encouragement during this study.

The researcher gratefully acknowledges the support, help and encouragement given by Dr. Lalit Lalitav Mahakud, Assistant Professor, Department of Education, Jadavpur University, he despite of his busy schedule provided guidance and encouragement to the researcher.

The researcher wishes to express her best regard and gratitude to Dr. Samir Chattapadhyay, Assistant Professor, Department of Education, Jadavpur University, for his encouragement during this study.

The researcher expresses her gratitude and thanks to some special person of her life for helping the researcher in her research work as like Mr. Sanjoy Mondal, Lima Adhikari, Tama Adhikari, Mr. Bjoy Krishna Panda, Mr. Chayan Adak, deserved special mention for their endless support. She is indebted to various books, articles and websites she consulted during the preparation of the study for their immense help and sympathetic co-operation.

The researcher expresses her gratitude and thanks to her seniors and all of her friends for helping her research work as like Mr. Avijit Biswas, Mr. Liton Mallick, Rima Dutta, Partha Das, Avishek Kharna, Rinku Kumar, Rajesh Dey, Mili Maity, Mousumi Biswas, Krishna Sarkar, Prahlad Kirtania, Piu Biswas; every moment during the study period.

The researcher wishes to express her best regards, gratitude and thanks to Avishak Adhikari, Apu Adhikari, Urmila Biswas, Sahin Mondal who helped her in the collection of primary data in different places of North 24 PGS in West Bengal.

The researcher wishes to express her heartiest gratitude and respect to her Parents, Uncle, Aunt, Husband, Brother and Sisters whose blessing and well-wishes helped her every moment to perform such a work.

Finally, she expresses her thankfulness to Department of Education, & Department of Physical Education, Jadavpur University for allowing to conduct her study for her dissertation.

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## *List of Abbreviation*

WHO	:	World Health Organization
PG	:	Post Graduate
B.Ed.	:	Bachelor of Education
M.Ed.	:	Master of Education
Ph.D.	:	Doctor of Philosophy
V	:	Value
F	:	Female
M	:	Male
N	:	Number
SD	:	Standard Deviation
H <sub>0</sub>	:	Null Hypothesis
df	:	Degree of Freedom
NS	:	Not Significant
S	:	Significant
SE <sub>M</sub>	:	Standard Error of Mean
MD	:	Mean Deviation
SPSS	:	Statistical Package for Social Science
ANOVA	:	Analysis of Variance

## **CHAPTER I: THE CONTEXT OF THE STUDY**

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# **CHAPTER-I**

## **CONTEXT OF THE STUDY**

### **1.1 Introduction**

Teaching is one of the most respectable profession and plays a vital role in development of societies. Teachers help students to acquire knowledge, information for their development and the responsibility of taking the nation towards development, therefore teachers are considered as the pillars of the society.

Teaching is the most importance and valuable profession in our society, and also an important job. It refers to activities that teachers are performed to produce changes in student's behaviour. It is both an art as well as science. A person designation teaching as an art believes that the teachers are born and they can't be prepared with the help of any training. But in the modern age, teaching is recognized as a science. It is designated as science because all the activities can be supervised and analyzed. So teaching is not an innate talent but can be nurtured by the teacher training institute. Thus, teaching is behaviour, an organized set of cognitive acts or operations of teaching, overt and covert, organized logically and meaningfully. (Dr. Savita Gahlawat 2017)

A good mental health and job satisfaction are important for the effective teaching functioning of the teachers. B.Ed. college teachers lay the foundation of education of the students. It is they who not only teach but also shape the character and personality of the students. Therefore they should have a sound mental health and should get satisfaction in their job. In present time it is seen that school teachers are being engaged in different social and governmental activities like Census, Election etc. and various other activities. (Subhadra Das Baro and Bibhuti Bhusan Panda, (2014)

There are many factors which play an important part in the success of educational institutions like Teachers, Money, Other sources etc. But from them 'Teachers' are the most important factors for success rate of educational institutions and teachers mental health. So, it



essential for every management to effectively utilize their teachers. Teachers are very important in any educational institution it is vital on the performance, attitude and feelings.

Educational institutions of a country determine its human resources. The policies and practices of an educational institution is dependent up on various factors like- Human Resources, Infrastructure, Management and Demands from the Community. Teachers work in an environment that requires them to meet multi expectations from Students, Parents, and Principals also from the community. Teachers are facing lot of stress and try to achieve target entrusted by the Authorities, Students and Parents.

## **1.2 Concept of Mental Health**

There is no health without mental health. Mental health is a process in which one individual can balance the difference side /state of his/her own life in his/her own way. It includes our emotional, psychological, behavioral and social well-being. Mental health also define the thoughts, feeling and the process of working of a person and also how the person handle it in different situation. The synonym of mental health is the absence of mental illnesses.

The positive word that completely define mental health are listed below:

- \*Common sense
- \*Sound ness
- \*Stability
- \*Intelligence
- \*Understanding
- \*Clear mind
- \*Good judgment
- \*Normality
- \*Adjustment

If a person is mentally strong and his/her mental health is in a good level, then he/she can survive in any situation and can solve any problem with a fruitful result. So, 'There is no health without mental health'.

According to the WHO (World Health Organization):

“Mental health is defined as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.”

Over all the meaning of mental health is-

- \*The actual thought on himself/herself of a person
- \*Clear thinking capability
- \*To be alert and express about own passion and feelings
- \*Activeness of living private life and collective
- \*Maintain mutual relationship
- \*Efficient productivity
- \*Capability of facing daily/regular life adversity

Generally the main reasons of mental health problem are Hereditary, Environmental and the Organic chemicals abnormalities of the brain. (Sinha, M. & Ghoshal, C.P. 2015)

The mentally healthy person lives comfortably within his society and is satisfied with himself and his achievement and possesses a balance between the integrated body, mind, spirit and the environment. A mentally healthy person has sense of identity, a wholeness, belongingness and meaningfulness. She/ he is goal oriented all time in life and puts effort constantly to achieve it.

Maslow and Rogers (1954) described a self-engaged individual as in constant quest, always seeking new growth, development and challenges. A mentally healthy person is effective, competent and is able to interact freely and openly with others and can share himself with other people and grow from such experiences.

Mental health is a balance between any things expressed and repressed between outer and inner conflicts and drives, and a regulation of people's moods and emotions. It includes emotional responsiveness, control and unified philosophy of life. A mentally healthy person is successful in an approved role in his society and work out his problems of living and obtain satisfaction from life. Mental health can affect daily life, relationships and even physical health.

According to Medilexicon's Medical dictionary, Mental health is: "Emotional, behavioural and social maturity or normality, the absence of a mental or behavioural disorder state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu an appropriate balance of love, work and leisure pursuits."

According to the WHO (World Health Organization), Mental Health is: Well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

The WHO stresses that mental health is not just the absence of mental disorder. "Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act as we cope with life. It also helps determine how we handle stress, relate to others and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Mental health is often used as a substitute for mental health conditions-such as depression, anxiety, stress conditions, schizophrenia, etc.

Mental health expression we use every day, so it might surprise that the term 'Mental Health' is frequently misunderstood. Teacher is the most important part in our society. Teacher's mental health also very important. So, first of all to improve the mental health of teachers. Being a member of a larger society, a teacher also may face problems of maladjustment as part of a developing society in modern times.

### **1.3 Concept of Job Satisfaction**

Satisfaction is the most important part in our life. Job satisfaction is such a matter which is very much important whether it's a government one or private one. It varies differently on distinct individuals. Few aren't satisfied with government jobs, few with private one. On the other hand few are satisfied with government and private jobs. On the contrary few are totally satisfied with their jobs at minimal rate.

Job satisfaction can be measured in cognitive, affective or emotional and behavioural aspects. Job satisfaction is in regard to people's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, the quality of people's relationship with their supervisor, the quality of the physical environment in which they work etc. Overall job satisfaction is actually a combination of intrinsic and extrinsic job satisfaction is also influenced by job expectations.

One of the most widely definitions of job satisfaction as "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." (Locke 1976)

Spector (1997) lists 14 common facts of job satisfaction: Appreciation, Communication, Coworkers, Fringe benefits, Job conditions, Nature of the work, Organization, Personal growth, Policies and procedures, Promotion opportunities, Recognition, Security and Supervision.

Job satisfaction that is relevant to personal adjustment in teachers is a function of educational climate of the institutive where the teachers work. Job satisfaction was emerged from the massive body of studies that have been conducted with multiple types of educational work groups, including special educators, faculty, school psychologists and teachers. (Thompson et al. McNamara & Hoyle, 1997)

Job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance, professional knowledge, skills and center competencies occur when one

feels effective in one's behaviour. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance. (Filak & Sheldon, 2003)

The above factors are closely similar to efficacy and of course it is well known that many teachers lose or fail to develop self-efficacy within educational setting in addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly need for satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teacher's needs and improve their job or teaching performance. (Dweck, 1999)

#### **1.4 Relationship of Mental Health and Job Satisfaction**

Job satisfaction partly depends on mental health. Individual's mental health also depends on job satisfaction. A person will be mentally healthy and normal provided with job satisfaction. Absence of mental health may deteriorate person's physical health as there is no health without mental health. Therefore, job satisfaction is important for being mentally and physically viable.

Such a situation of heavy burden of work and pressure to do in every field of college activities (teaching and non-teaching), insecurity of job position, less salary, unhealthy and uncongenial environment of the school and unsupportive behaviour of the head, administrative interference and lack of appreciation for good work done leads them towards dissatisfaction, frustration, depression etc. and increases the feeling of stress, anxiety, insecurity, poor mental health and failure. The effects of stress on job satisfaction and work values among male and female teachers of colleges. Stressed and dissatisfied teachers have less attachment with their institution and less dedication to their profession. (Singh, 2007)

Job satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages. (Kumar et al. 2008)

Job satisfaction has an effect on the mental health of the teachers. Government level teachers at enjoy better financial conditions, working conditions and management, job and personal security and opportunities for development and promotion as compared to private level of teachers. (Galgotra, 2013)

Permanent college teachers has been high job satisfaction than the temporary college teachers. Temporary college teachers has high occupational stress. (Laxman, 2017)

So, there was a positive relationship between job satisfaction and mental health of teachers.

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## **CHAPTER II: THE PROBLEM OF THE STUDY**

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## **CHAPTER- II**

### **THE PROBLEM OF THE STUDY**

#### **2.1 Review of Related Literature**

The review of related literature is a written summary of the state of evidences on a research problem (Polit and Beek, 2008). To make critical analysis of the emerged problem studies available in this area had to be considered for a better insight that was necessary for the development of a broad conceptual context in to wish the problem fits it provided and overview of the existing evidence on the problem being addressed helped to demonstrate the need for the present study. For this purpose contemporary studies on Mental health of Teacher Educators in relation to their Job Satisfaction in North 24 parganas ,the state of West Bengal. Which include source books, journals, report, articles, and unpublished thesis current reviews, periodicals and internet were reviewed to specify the present problem.

**Jayalakshmi, I. (1976)** was conducted a research on “**Background and General Attitude Variables Distinguishing Satisfied and Dissatisfied Engineering Teachers**”. The study was nine background variables and six general attitude variables and there was correlated with expressed job satisfaction. The significance of the difference between the means of the highly satisfied and the highly dissatisfied group was tested by the t-test. The sample of the study consisted of 158 engineering teachers taken from nine different higher Technological Institutions in India. Data was collected from nine different higher Technological Institution. The result was shown that the correlations between the different variables and expressed job satisfaction and also t-values between the means of the highly satisfied and the highly dissatisfied. (INDIAN)

**Sushila, S. & Chitra, S. (1982)** was conducted a research on “**Job Satisfaction a Needed Reconceptualization.**” The study was a theoretical examination of assumptions about society, organizations and people, which underly job satisfaction, specifically in the context of Indian economy, shows errors of conceptualization. The study has two specific objectives- one of the most important objective was evaluate the theoretical relevance of above assumptions, in the Indian Socio-organization-cultural context, and the other objective was test empirically the

relevance of the major assumptions across various work setting and re-conceptualized job satisfaction. The sample for the study was used purposive sampling procedures. The sample of the study consisted of 350 from three types of organizational setting at various levels. The results of the study revealed that the question probing into the importance of job to one's life was found distributed in three categories- Positive, Negative and Partly positive and Partly negative.(INDIAN)

**Pritpaul, K. (1984)** was conducted a research on "Job Satisfaction among University Employees." The major objective of the study was job satisfaction among employees of a comparatively young North-Indian University, with a view bringing to the surface some of the conditions which ensure job satisfaction and placing these conditions in content or context of the job categorically. The study was conducted in a University situated on the fringe of class-1 city in North India. Data was collected personally through interviews. The result was shown that job satisfaction was association among all the variables reflecting social background, status, and job behaviour. The study of job satisfaction was tested by chi-square test.

**Arnold, E.W. (1988)** was conducted a research on "**Professionalism and Job Satisfaction Perceptions of Middle School Teachers in Alaska, Norway and Wales.**" The study was used two survey instruments to examine the self –reported attitudes of teachers. The sample of the study consisted of all the professional teachers at each of them three schools in each country the staff numbered from 22 to 35 in each school. Results of the study was support a general hypothesis that teachers from different cultural backgrounds hold the same perceptions of professionalism and all relationships and differences in the study were considered significant at the 0.05 level.

**Rodgers, J.F. & David, W. C. (1990)** was conducted a research on "**Job Satisfaction of Jamaican Elementary School Teachers.**" The major objective of the study was investigated correlates of job satisfaction among public and private Jamaican elementary school teachers. The sample was consisted of 190 public and 100 private Jamaican elementary school. Results indicated that the quality of school working conditions and respondents' relationship with other teachers was significantly related to satisfaction for both public and private school.

**Norman, K.P. & Rodney, L.C. (1994)** was conducted a study on "**Personality Styles, Job Satisfaction and Retention of Teachers of Vocational Subjects.**" The major objective of the study was recruitment and retention of high quality teachers a continuing challenge for

vocational educators. The study was examined some critical personality and job satisfaction dimensions as they related to the retention of vocational teachers. The methodology used for the study consisted of gathering job-satisfaction, personality characteristics, demographic and retention data from a sample of teachers in health occupations. The results indicated of the study was importance of viewing retention a complex interaction of variables. The real world of people was not so simple and direct as we might like, particularly regarding the retention of vocational teachers.

**Macmillan, R. B. & Xin, M. (1999)** was conducted a research on **“Influences of Workplace Conditions on Teachers Job Satisfaction.”** The major objective of the study was to examine teacher’s professional satisfaction. Data was collected New Brunswick Elementary School. The study was conducted that teacher professional satisfaction related to background characteristics and workplace conditions measured through teaching competence, administration control and organizational culture. The results was reported that descriptive information on teacher satisfaction and workplace conditions. The studies correlation coefficients used mainly to show that the four constructs distinct from one another because the coefficients was small in size (0.49 the largest).

**Timothy, A. J. & Joyce, E.B. (2001)** was conducted a research on **“Relationship of Core Self-Evaluations Traits Self-esteem, Generalized Self-Efficiency, Locus of control, and Emotional Stability With Job Satisfaction and Job Performance: A Meta-Analysis.”** The major objective of the study was presents meta-analytic results of the relationship of four traits that likes-self-esteem, generalized self-efficacy, locus of control and emotional stability (low neuroticism) with job satisfaction and job performance. The studies results based on 274 correlations suggest that these traits among the best dispositional predictors of job satisfaction and job performance.

**Sumita, R. & Arvind, K.S. (2002)** was conducted a research on **“Job Delight: Beyond Job Satisfaction.”** The research was endeavor attempted to derive a measured of internal job delight as an extension of the concept of internal job satisfaction. The sample of the study consisted of 261 managers of National Banks. The study was used statistical analysis of correlation and regression analysis. The results was supportive of the implicit hypothesis that job delight was more worthwhile variable compared to job satisfaction under specified conditions.

**Mark, M. & Michael, L. (2004)** was conducted a research on “**A Study of Factors Associated with the Job Satisfaction of Beginning Teachers.**” The major objective of the survey identified school support, perceived self-efficacy and curricular competence as important factors. Pre-entry characteristics, including quality of degree, were not. The result was found that the study was perceived support, while support may become relatively less important, perceived efficacy becomes more important as a determinant of job satisfaction. The study was statistically significant difference emerged with regard to the perceived efficacy in working with disadvantage.

**Usmani, S.N. (2006)** was conducted a research on “**Teachers Job Satisfaction in Relation to their personality type and types of School.**” The major objective of the study was teacher’s job satisfaction in relation to their school. Results of the study was revealed that a significant difference in the level of job satisfaction of teachers of government and private schools, where the government school teachers was highly satisfied than the private school teachers.

**Klassen, R.M. & Chiu, M.M (2010)** was conducted a research on “**Effects on Teachers Self-Efficacy and Job Satisfaction: Teachers Gender, Years of Experience and Job Stress.**” The study was sought to examine the relationships among teachers years of experience, teachers 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). The sample consisted of 1,430 practicing teachers. The study was used factor analysis, item response modeling, systems of equations and a structural equation model. The study was yielded that Teachers with greater workload stress has greater classroom management self-efficacy, where as teachers with greater classroom stress has lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) has higher levels of self-efficacy for classroom management and student engagement. The study was lastly concluded that the teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy has greater job satisfaction.

**Manikandan, K. (2012)** was conducted a study entitled on “**Occupational Mental Health of School and College Teachers.**” The major objective of the study was to find out the main and interaction effects of Sex and Institution on Occupational mental health of teachers. The sample consisted of 805 teachers from various Higher Secondary Schools and Colleges in Kerala. Stratified sampling method was used of the study. The major findings of the study was that sex

and institution has significant main and interaction effects on certain components of occupational mental health but not on the total occupational mental health.

**Davar, S.C. & Ranju, B. (2012)** was conducted a research on “**Relationship between Job Satisfaction & Job Performance: A Meta-analysis.**” The study suggest that there was a significant relationship between job satisfaction and job performance. The study was used a meta-analysis of 48 correlations produces a mean correlation of the order ( $p=0.30$  approx.). The study shown that to obtain a valid estimate of mean correlation and true variance.

**Om, R. & Katoch (2012)** was conducted a study on “**Job Satisfaction among College Teachers: A study on Government College in Jammu (J&K).**” The major objective of the study was to know the level of job satisfaction among college teachers with respect to designation, gender, income, earning members in the family and family size, to know the female college teachers was more satisfied than male college teachers or not. The study was identified that the factors impact of the job satisfaction of the college teachers. The sample of the study consisted of 98 teachers. The data was collected from out of total 10 government colleges in Jammu district and selected 5 colleges (two women and three boys’ colleges). The study was an empirical research and based on the survey method and used convenience sampling method. Results of the study shown that there was no significant relationship between Designation of the college teachers and their levels of satisfaction.

**Tang, J. J, Leka, S. & Macleannan, S. (2013)** was conducted a research on “The Psychosocial Work Environment and Mental Health of Teachers: A Comparative study between the United Kingdom and Hong Kong.” The major objective of the study was predominantly Western countries that share a number of important common characteristics that distinguish them from countries in many other regions of the world. The sample of the study consisted of 259 full-time qualified teachers from both the UK and HK. The results shown perceived stress was found to predict teachers mental health and support for the ERI model in particular for the relationship between stress and mental health and demonstrated the role of over commitment in the teaching profession.

**Raja, D.N. & Siva, R.K.K. (2013)** was conducted a research on “**Determinants of Job Satisfaction of Faculty in Higher Education.**” The major objective of the study was the aim to analyzed Job Satisfaction of faculty relating to management education in Andhra Pradesh State. The results of the study indicated that motivation, work itself, working conditions, working

relations, organizations policies and procedures, pay and benefits, teaching performance, research performance and strengths and opportunities appear to be the significant determinants of Job Satisfaction, while stress adversely impacts Job Satisfaction.

**Tilak, R. & Lalita (2013)** was conducted a research on **“Job Satisfaction among Teachers of Private and Government School: A Comparative Analysis.”** The sample of the study consisted of 100 in total, 50 Government and 50 Private School Teachers. The study to analyze the Job Satisfaction level among male and female, Govt. and Private school Teachers, used Independent sample for t-test. The results of the study revealed that there was no significant difference in the level of satisfaction of male and female teachers, and no significant difference in the level of satisfaction of Govt. and Private school Teachers.

**Jeffrey, A.K, Vincent, A. Anfara & Jr. (2013)** was conducted a research on **“Understanding job Satisfaction and its Relationship to Student Academic Performance.”** The major objective of the study increasing teachers’ job satisfaction can improve teacher retention and encourage the best prospects to enter the field. The results of the study a teacher must have a combination of high levels of task identity, task significance, skill variety, autonomy and empowerment that leads to overall job satisfaction.

**Neelam (2014)** was conducted a study on **“A Study of Job Satisfaction among Primary School Teachers in Relation to their Demographic Variables.”** The major objective was job satisfaction among primary school teachers with respect to some demographical variables. The sample of the study consisted of 240 primary school teachers working in the Government Primary Schools in Varanasi district. Descriptive survey method was used of the study. The obtained data was analyzed using Mean, SD, t-test and F-test. The results of the study was no significant difference in the job satisfaction of male and female, significant difference in the job satisfaction on the basis of group of teachers, no significant difference in the job satisfaction of unmarried and married teachers, no significant difference in the job satisfaction on the basis of educational qualifications of primary school teachers.

**Bhim, C.M. (2014)** was conducted a research on **“Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational Level and Residence of West Bengal, India.”** The sample of the study consisted of 499 from population. The results of the study shows that teachers level of job satisfaction was average and the effect of gender, level of education and residence was insignificant on the level of job satisfaction.

**Twinkle M. Trivedi (2014)** was conducted a research on “**The Job Satisfaction Level among Male and Female faculties of Ahmedabad and Impact of Gender on Job Satisfaction.**” The sample of the study consisted of 31 faculties serving in different Government and Self-finance colleges through structured questionnaire. The results indicate that there was no significant difference between job satisfaction of male and female faculties.

**Das, S.B. & Panda, B.B. (2014)** was conducted the study on “**Relationship between Mental Health and Job Satisfaction among Primary School Teachers: A Study with Special Reference to Bongaigaon District of Assam.**” The major objectives of the study was find out that the difference between male and female primary school teachers with regard to mental health and job satisfaction. The sample of the study consisted of 130 (Male 65 and Female 65) primary school teachers. The results revealed that there was no significant difference between male and female teachers with regard to mental health and job satisfaction and both are related to various conditions. The study concluded that there was significant relationship between mental health and job satisfaction of primary school teachers.

**Dutta, A. Pranab, B. & Santosh, K.B. (2014)** was conducted a study on “**Job Satisfaction of Part-time college Teachers in the District of Hoogly, West Bengal.**” The major objectives of the study was attempt investigated to the Level of Job Satisfaction of Part-time College Teachers in the district of Hooghly, West Bengal. The sample of the study consisted of 110 Part-time College Teachers. The study was used t-test. The results indicated that Job Satisfaction of part-time college teachers was no any significant of demographic variables like-Gender, Locality, Stream, Educational qualification, Teaching experience and Income. The study concluded that the level of Job Satisfaction of part-time college Teachers of the Hooghly district was neither Unsatisfied nor Satisfied i.e. Moderate.

**Suresh, K.S. & Taj, H. (2015)** was conducted a study on “**A Study of Mental Health of Secondary School Teachers in Relation to their Job Satisfaction and Job Stress.**” The objectives of the study was relationship between job satisfaction, job stress and mental health and its dimensions [positive self-evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery] of the secondary school teachers. The sample of the study consisted of 450 secondary school teachers (150 from each of the three types of school managements namely Govt. Private aided and Private unaided including male and



female. The study concluded that the mental health of secondary school teachers and their job satisfaction was dependent on each other.

**Faizia, Q. & Ahmad, J. (2015)** was conducted on the study on **“A Study of Job Satisfaction among Primary School Teacher in Relation to their Mental Health.”** The study was explored that the effects of mental health on job satisfaction. The sample of the study consisted of 500 private and government school teachers. T-test was used for statistical analysis of the study. The results revealed that male and female primary teachers was almost similar on the measures of job satisfaction, high mental health and low mental health primary school teachers was differ significantly on the measures of job satisfaction and also that high mental health female and low mental health female primary school teachers was not differ significantly on the measures of job satisfaction.

**Shafi, M. & Memon, A.S. & Fatima, H. (2016)** was conducted on the study on **“Job Satisfaction in College Teachers: A Survey Based Study of Government Colleges of Hyderabad, Pakistan.”** The study was aimed to assess the job satisfaction. The sample of the study consisted of 150 teachers from Government College (Male and Female). The major methodology of the study descriptive type of research was adopted. Data was collected from using questionnaires and direct interview. Results and conclusion of the study teachers was not satisfied their job because of factor considered for promotion was fully dissatisfied of teachers and working place, training and outcomes of training only satisfied issues of teachers and also payment issues very dissatisfied.

**Abha, S. (2016)** was conducted a research on **“A Study of Job Satisfaction of Secondary School Teachers.”** The major objective of the study was job satisfaction secondary school teachers on the basis of sex and location. The sample of the study consisted of 200 male and female teachers selected equally from 20 secondary schools of Pratapgarh District of UP state situated in urban and rural areas. The results revealed that there was no significant difference in job satisfaction of male and female teachers, there was significant difference in the job satisfaction of urban and rural teachers where rural teachers was higher in job satisfaction, government school teachers was more satisfied than the teachers of private schools and aided private schools was more satisfied than the teachers of unaided private schools.

**Nageswar, R. M. & Samiullah, S. (2016)** was conducted a study on **“Job Satisfaction and Mental Health among School Teachers.”** The major objective of the research gender, type

of management and job tenure was any significant influence on the job satisfaction and mental health of school teachers. The sample of the study consisted of 240 high school teachers. The results revealed that there was a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there was no significant influence of gender, management and job tenure on mental health of high school teachers.

**Joshua. K, Kelly. C, Louise. K, Allen. E, Walakira. E, Namy. S, Katherine. G.M, Dipak. N. & Karen, D. (2017)** was conducted a research on “**Effect of the Good School Toolkit on School Staff Mental Health, Sense of Job Satisfaction and Perceptions of School Climate: Secondary Analysis of a Cluster Randomized Trial.**” The major objective of the study was the good school toolkit, a complex behavioural intervention delivered in Ugandan Primary Schools and reduce school staff-perpetrated physical violence against students. The study was aimed to assess the effect on staff members mental health, sense of job satisfaction and perception of school climate. The sample of the study consisted of 591 school staff. Data was collected from 42 primary school in Luwero District, Uganda. The results shown that schools staff received the toolkit was more positive perspectives, the school climate compared to staff in deference mean scores. The study was concluded that not any significant differences for job satisfaction and mental health.

**Gahlawat, S. (2017)** was conducted a research on “**Mental Health and Job Satisfaction of Government and Private Secondary School Teachers.**” The major objectives of the study was designed to examine the mental health and job satisfaction of secondary school teachers working in Government and Private Schools. The sample of the study consisted of 100 secondary school teachers (50 government and 50 private teachers). The results of the study indicated that the secondary school teachers working in government schools was better mental health and job satisfaction than teachers counterparts.

**Vincenza, C. & Giovanna, P. (2018)** was conducted a research on “**Mental Health in Teachers: Relationships with Job Satisfaction, Efficacy Beliefs, Burnout and Depression.**” The major objectives of the study was improve teachers mental well-being varies based on employment status. The sample of the study consisted of 285 high school teachers. Data was analyzed using descriptive and correlational statistics. The results revealed that significant differences between the permanent and temporary teachers emerged.

## 2.2 Statement of the Problem

Few studies have documented a significant positive relation between the mental health and job satisfaction which exists. A recent survey done upon school teachers there was a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there was no significant influence of gender, management and job tenure on mental health of high school teachers. Some studies showed teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction. It is also possible that only good mental health cannot be the cause of high job satisfaction rather than there will be some possibilities of effect of some other factors.

Research Questions: After reviewing related studies on Mental health, job Satisfaction, happiness of Teacher Educators', a wide knowledge gap is noticed in this particular area. Hence on the basis of the status and relationship of mental health and job satisfaction of teacher educators, the researcher identified the basic research questions.

- What is the status of Mental Health measured in terms of Depression, Anxiety and Stress of Teacher Educators' in West Bengal?
- What is the status of Job Satisfaction of Teacher Educators' in West Bengal?
- If there are any certain relation between Mental Health and Job satisfaction among the Teacher educators' in West Bengal?

After going through out some related studies the researcher found that most of related researches were done upon primary school teachers, High school teachers and general college teachers but there were minimum numbers of researches found upon Private teacher training college teachers, particularly at North 24 PGS in West Bengal. To fill this knowledge gap, the researcher formulated the statement of the problem which is stated below –

**“A study on Mental Health of teacher educators' in relation to their job satisfaction”**

## 2.3. Delimitation of the Study

The present study was delimited to –

- I. The study sample was considered of the Teachers belong to the age of 24 years and above.
- II. Only Private college teachers in both rural and urban areas of North Twenty Four Parganas district were chosen.

- III. Teachers educational qualification was P.G, B.Ed. and others level.
- IV. Only 28 private colleges were chosen to draw out the sample.
- V. The demographic variables Gender, Age, Educational qualification, marital status, Experience, Type of Institute, Nature of job, Religion.
- VI. The present study was conducted on 430 samples only
- VII. DASS- 21 Bengali version scale was used for collecting data and measuring mental health of Teacher educators.
- VIII. For collecting data and measuring Job satisfaction of Teacher educators, the researcher used Job satisfaction scale developed by Paul E. Spector, translated in Bengali and standardized by Dr. Lalit Lalitav Mahakud & Tuhin Parui.

## **2.4 Objectives of the Study**

In view of the above research questions and delimitation of the study, the following objectives were identified:

- I. To find out the prevalence rate of mental health measured in terms of Depression, Anxiety and Stress among the teacher educators in West Bengal.
- II. To find out the prevalence rate of job satisfaction among the teacher educators in West Bengal.
- III. To find out the effect of different variables like gender, age, educational qualification, Teaching experience, nature of job, marital status and religion on mental health measured in terms of Depression, Anxiety and Stress among the teacher educators of West Bengal.
- IV. To find out the effect of different variables like gender, age, educational qualification, Teaching experience, nature of job, marital status and religion on job satisfaction among the teacher educators of West Bengal.
- V. To find out the correlation between mental health and job satisfaction among the teacher educators of West Bengal.

## **2.5. Hypotheses of the Study**

In view of the basis of the above stated objectives, following hypotheses were formulated –

- H<sub>01</sub>:** There will be no significant difference in depression level of teacher educators on the basis of different variables.

- H<sub>0</sub>2:** There will be no significant difference in anxiety level of teacher educators on the basis of different variables.
- H<sub>0</sub>3:** There will be no significant difference in stress level of teacher educators on the basis of different variables.
- H<sub>0</sub>4:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their gender.
- H<sub>0</sub>5:** There will no significant mean score difference in job satisfaction of teacher educators on the basis of their nature of job.
- H<sub>0</sub>6:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their marital status.
- H<sub>0</sub>7:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their religion.
- H<sub>0</sub>8:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their age.
- H<sub>0</sub>9:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their educational qualification.
- H<sub>0</sub>10:** There will be no significant mean score difference in job satisfaction of teacher educators on the basis of their teaching experience.
- H<sub>0</sub>11:** There will be no significant correlation between mental health and job satisfaction of teacher educators.

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## **CHAPTER III: PLAN AND PROCEDURE OF THE STUDY**

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# **CHAPTER- III**

## **METHOD AND PROCEDURE OF THE STUDY**

### **3.1 Introduction**

The success of any research work depends upon the proper methodology of the study. Since the nature of a problem is different from the nature of other problems, it is worthwhile to use the proper methodology according to the nature of the problems. This methodology section of the present problem includes population, sample and sampling procedure, tool used, method used and statistical techniques to be used for data analysis.

#### **3.1.1 Method**

The present study was conducted mainly to find out the mental health of teacher educators in relation to their job satisfaction at private B.Ed. college area in 24 PGS (N). For this purpose an intensive survey was conducted in 28 college randomly drawn from 24 PGS (N) in the state of West Bengal. While conducting the survey the researcher considered different sub-sections on the basis of Age, Gender, Religion, Marital status, Qualification, Experience.

#### **3.1.2 Study Design**

The present study was conducted based on cross-sectional survey research framework. The survey is an important study. It involves a clearly defined problem and defined objectives (Best et al. 2008). Survey study are generally conducted to collected detail description of existing phenomena with the intention of employing data information in the former of quantities data about the emotional and behavioral attributes and practices form large population involving respondents of different backgrounds.

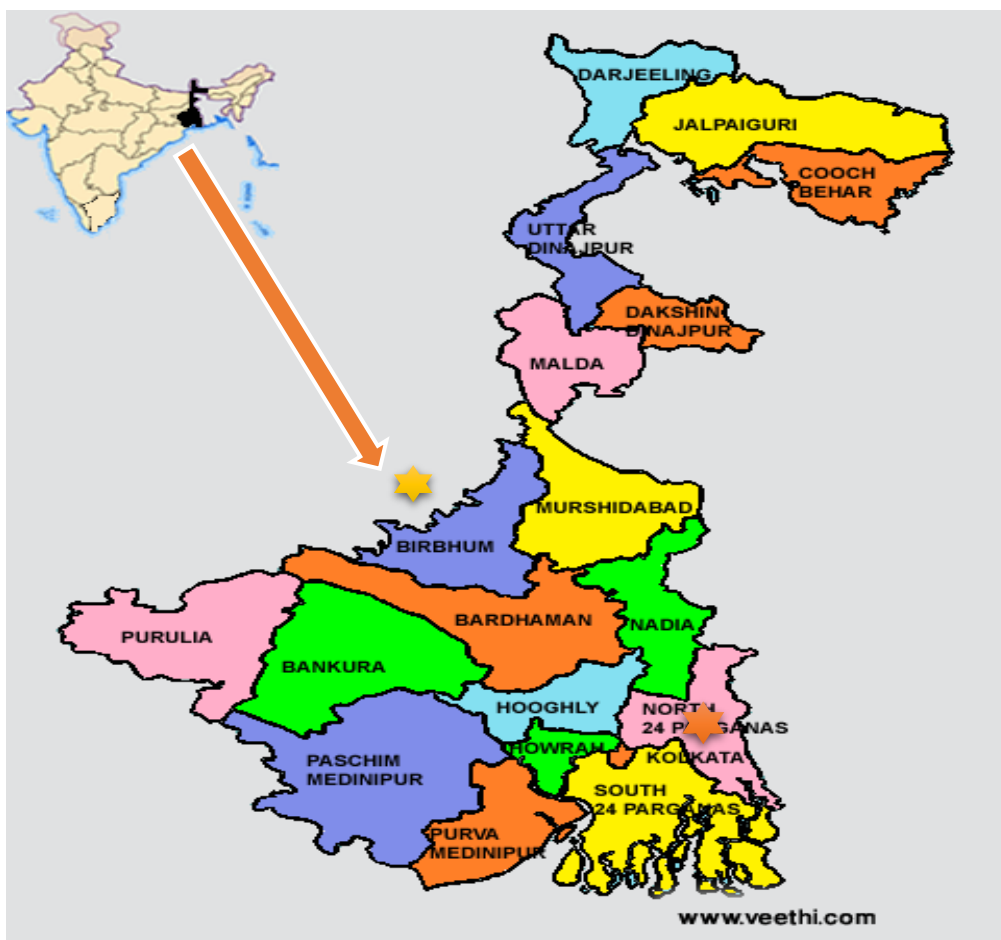
Within this broad frame work the present study design made effort to research answer to the following questions:

- What is the status of Mental Health measured in terms of Depression, Anxiety and Stress of Teacher Educators' in West Bengal?
- What is the status of Job Satisfaction of Teacher Educators' in West Bengal?

- If there are any certain relation between Mental Health and Job satisfaction among the Teacher educators' in West Bengal?


### 3.1.3 Population and Sample

**Population:** Entire teacher educators at private B.Ed. College in North 24 Parganas were considered as population of the study.



[Source: [www.veethi.com](http://www.veethi.com)]

**Figure 3.1** Map showing the location of population area.

 Showing the location of population area.

**Sample:** A healthy unit of samples is a good representative of population. Sample is required for collect information from the target group, private B.Ed. College were chosen randomly on 24 PGS (N). The study was conducted on a total participants of 430 teachers in rural and urban areas of 24 PGS (N) in West Bengal.



[Source: [www.veethi.com](http://www.veethi.com)]

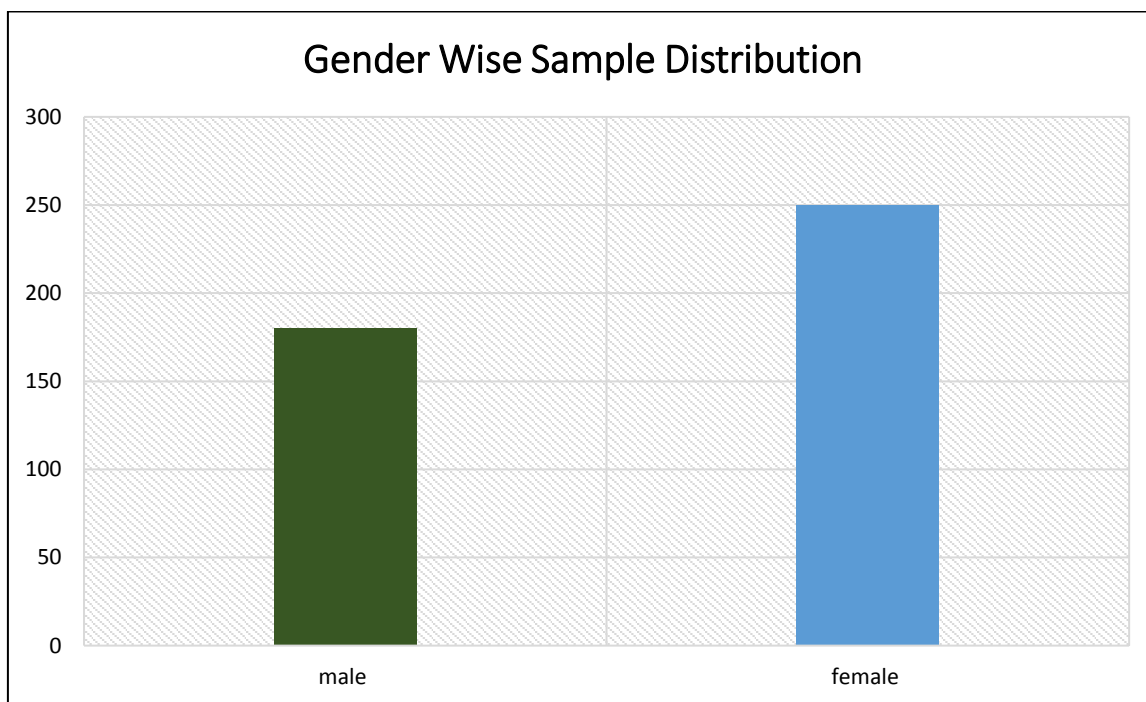
**Figure 3.2 Map showing the location of sample area.**

 **Showing Sample Area**

Out of the total 430 teachers included in the study, 180 were male and 250 were female teachers. Gender wise distribution of sample is illustrated in table 3.1 and figure 3.3.

**Table 3.1 Distribution of sample according to gender.**

Variables		Total Number
Gender	Male	180
	Female	250

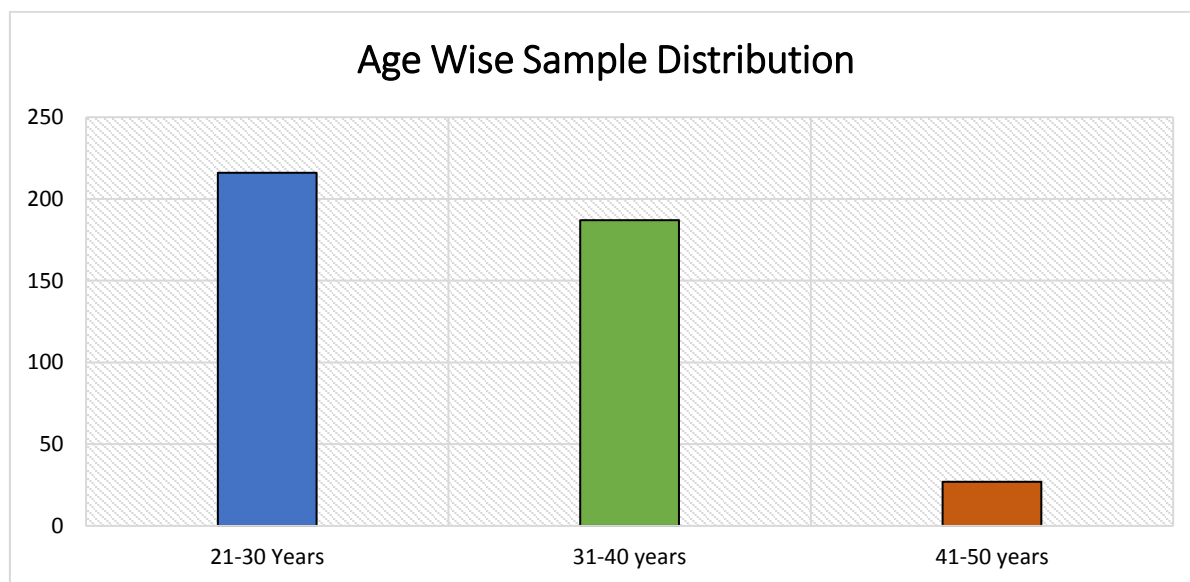


**Figure 3.3 Distribution of sample according to gender.**

Out of the total 430 teachers included in the study, 216 teachers were from 21-30 years, 187 teachers were from 31-40 years, 27 teachers were from 41-50 years. Age wise distribution of sample is illustrated in table 3.2 and figure 3.4.

**Table 3.2 Distribution of sample according to age.**

Variables		Total number
Age	21-30 years	216
	31-40 years	187
	41-50 years	27
Total		430



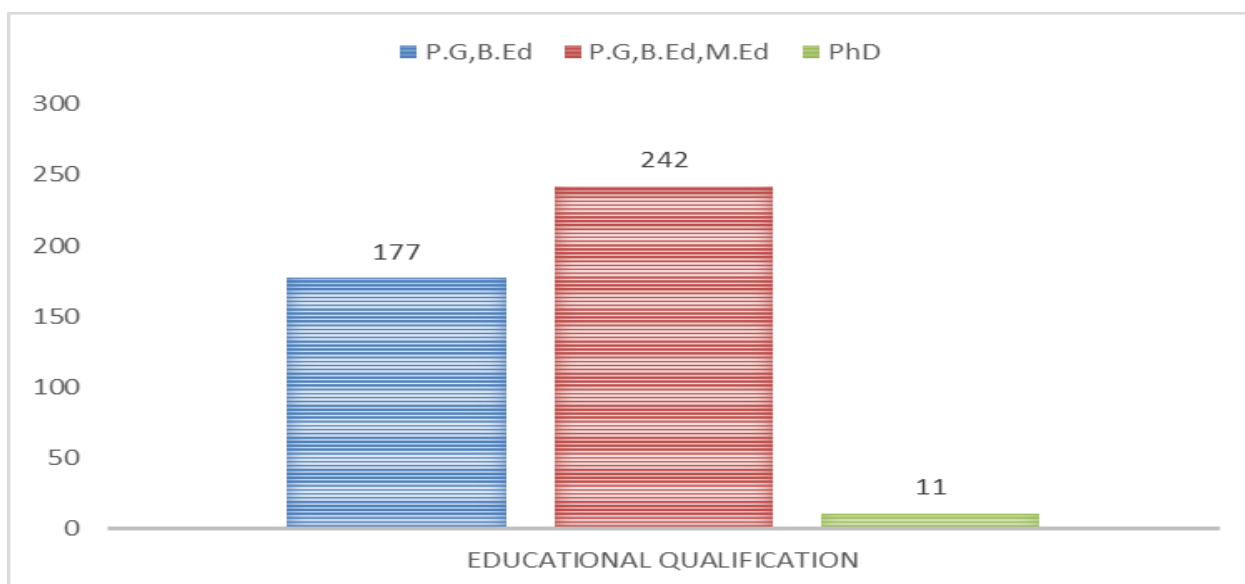
**Figure 3.4 Distribution of sample according to age.**



Out of the total 430 teachers included in the study, 177 teachers educational qualification were P.G, B.Ed. 242 teachers educational qualification were P.G, B.Ed., M.Ed. and 11 teachers educational qualification were Ph.D. Educational qualification wise distribution of sample is illustrated in table 3.3 and figure 3.5.

**Table 3.3 Distribution of sample according to Educational qualification.**

Variables		Total Number
Educational qualification	P.G,B.ED	177
	P.G,B.ED,M.ED	242
	Ph.D.	11
Total		430



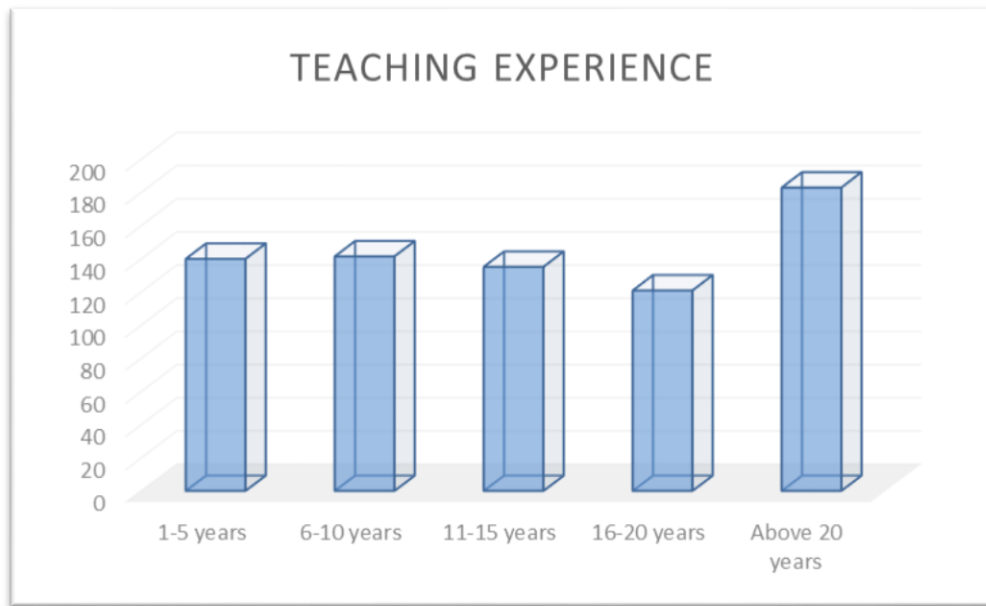
**Figure 3.5 Distribution of sample according to Educational qualification.**

Out of the total 430 teachers included in the study, 366 teachers teaching experience were 1-5 years, 42 teachers teaching experience were 6-10 years, 19 teachers teaching experience were 11-

15 years, Only 1 teachers teaching experience were above 20 years. Teaching Experience wise distribution of sample is illustrated in table 3.4 and figure 3.6.

**Table 3.4 Distribution of sample according to Teaching Experience.**

Variables		Total Number
Experience	1-5 years	366
	6-10 years	42
	11-15 years	19
	16-20 years	2
	Above 20 years	1
Total		430

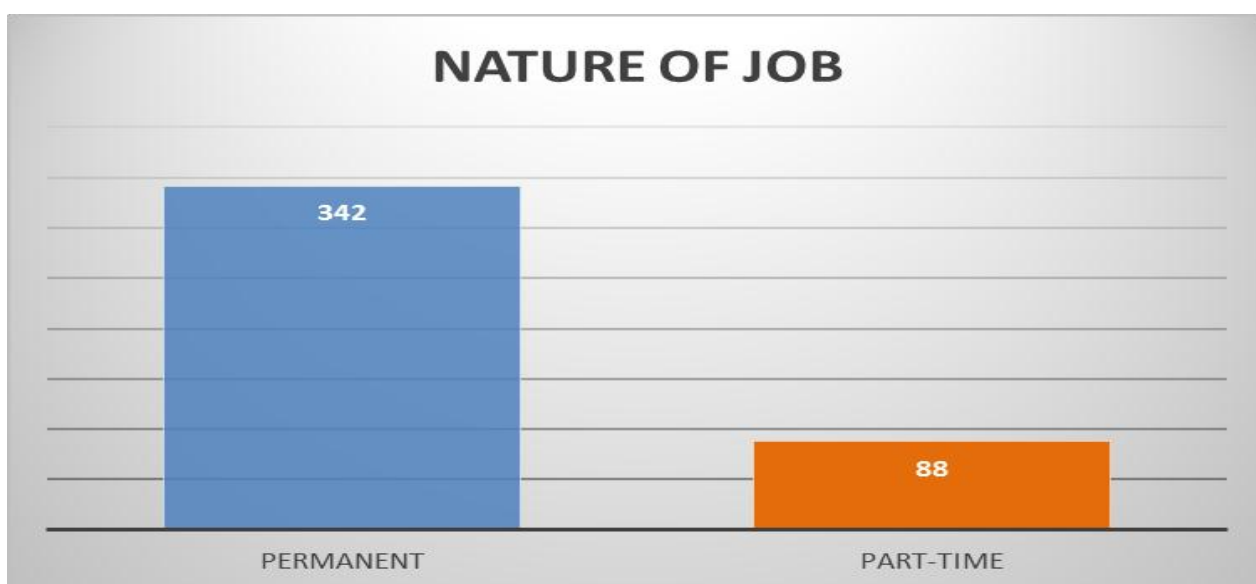


**Figure 3.6 Distribution of sample according to Teaching Experience.**

Out of the total 430 teachers included in the study, 342 teachers were Permanent and 88 teachers were Part-Time. Nature of job wise distribution of sample is illustrated in table 3.5 and figure 3.7.

**Table 3.5 Distribution of sample according to Nature of job.**

Variables		Total Number
Nature of Job	Permanent	342
	Part –Time	88
Total		430

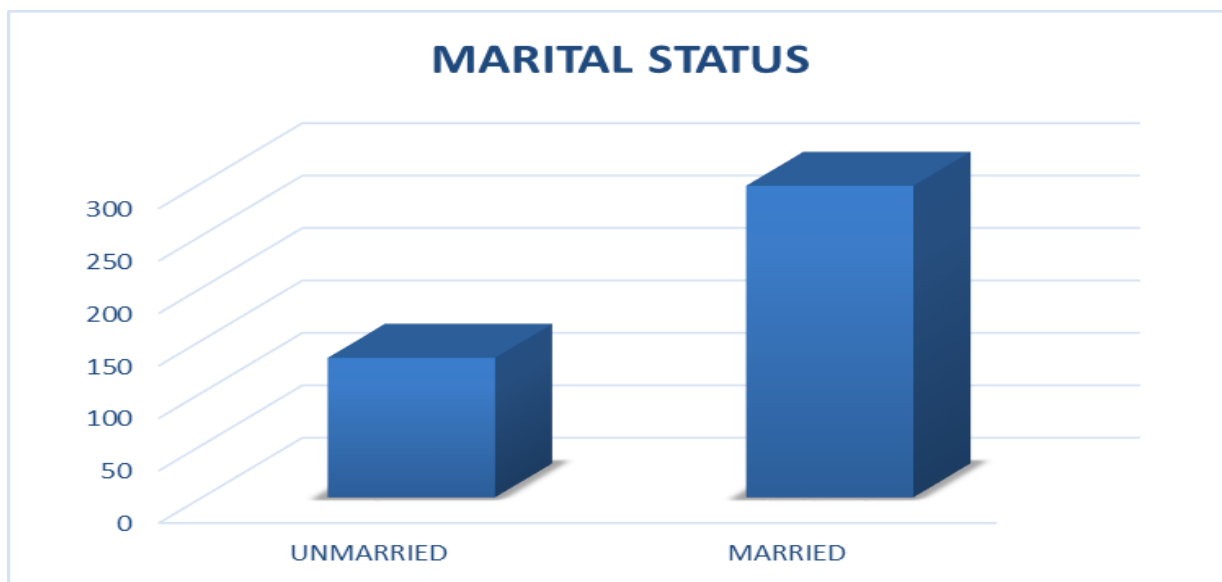


**Figure 3.7 Distribution of sample according to Nature of job.**

Out of the total 430 teachers included in the study, 133 teachers were Unmarried and 297 teachers were Married. Marital status wise distribution of sample is illustrated in table 3.6 and figure 3.8.

**Table 3.6 Distribution of sample according to marital status.**

Variables		Total Number
Marital Status	Unmarried	133
	Married	297
Total		430

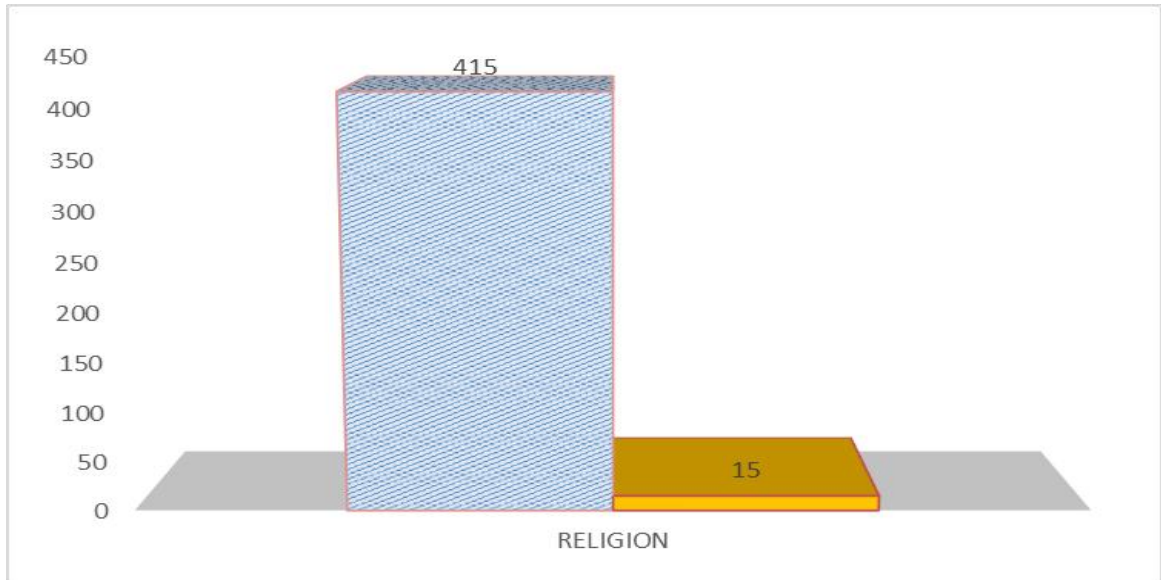


**Figure 3.8 Distribution of sample according to marital status.**

Out of the total 430 teachers included in the study, 415 teachers were Hindu and 15 teachers were Islam. Religion wise distribution of sample is illustrated in table 3.7 and figure 3.9.

**Table 3.7 Distribution of sample according to Religion.**

Variables		Total Number
Religion	Hindu	415
	Islam	15
Total		430

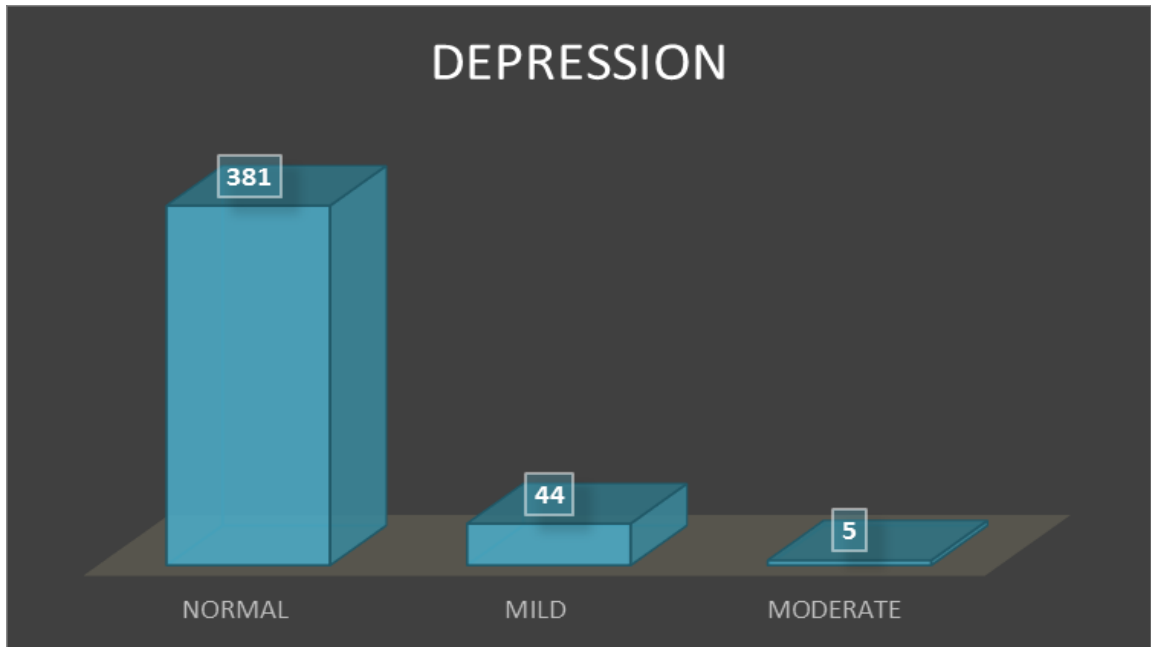


**Figure 3.9 Distribution of sample according to Religion.**

Out of the total 430 teachers included in the study, 381 teachers were normal depressed, 44 teachers were mild depressed, and 5 teachers were moderate depressed. Depression wise distribution of sample is illustrated in table 3.8 and figure 3.10.

**Table 3.8 Distribution of sample according to Depression.**

Variables		Total Number
Depression	Normal	381
	Mild	44
	Moderate	5
Total		430

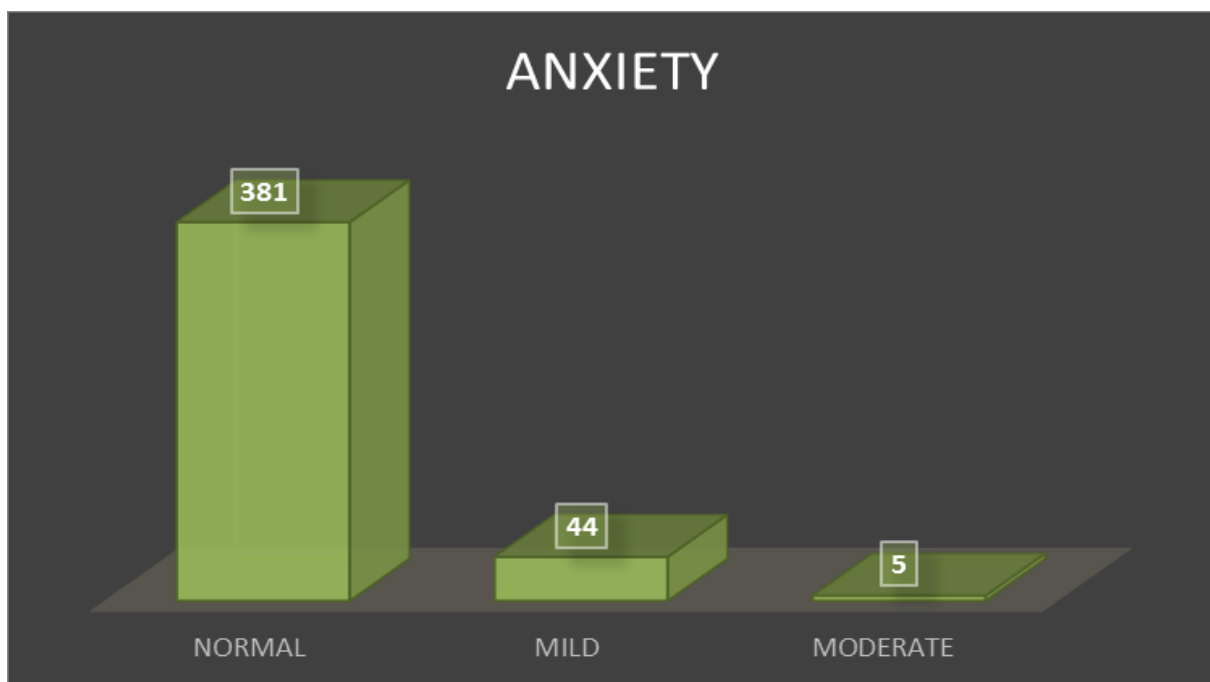


**Figure 3.10 Distribution of sample according to Depression.**

Out of the total 430 teachers included in the study, 381 teachers were normal anxiety, 44 teachers were mild anxiety, and 5 teachers were moderate anxiety. Anxiety wise distribution of sample is illustrated in table 3.9 and figure 3.11.

**Table 3.9 Distribution of sample according to Anxiety.**

Variables		Total Number
Anxiety	Normal	381
	Mild	44
	Moderate	5
Total		430

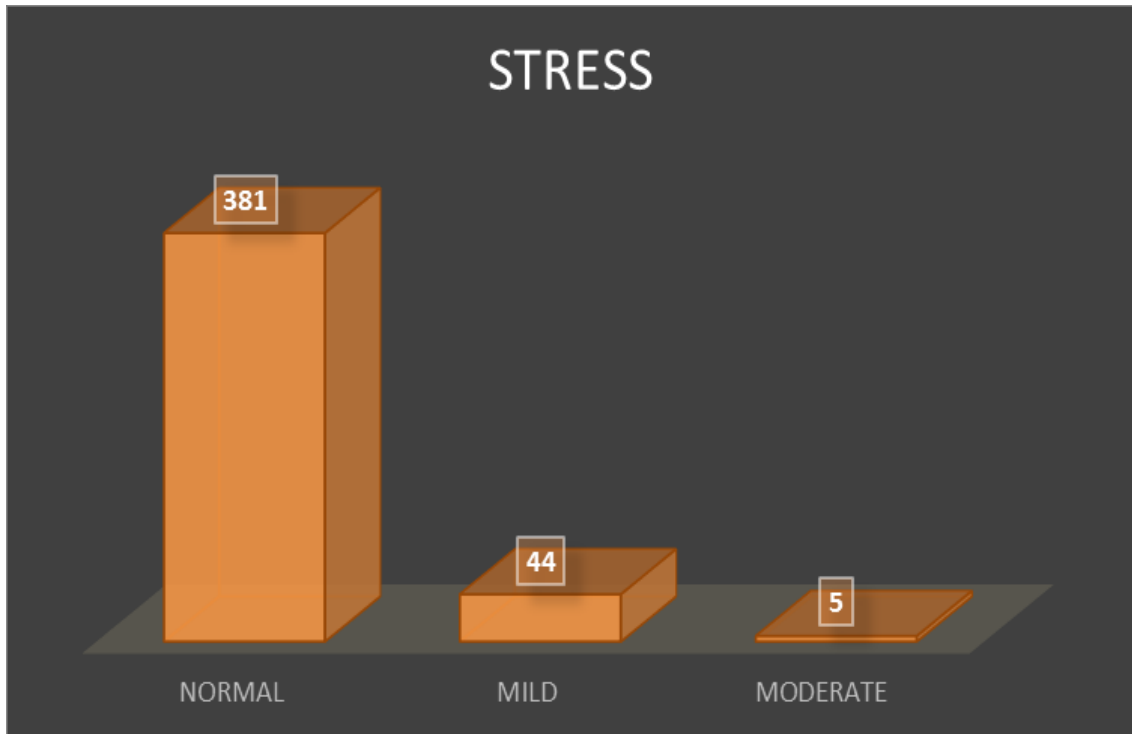


**Figure 3.11 Distribution of sample according to Anxiety.**

Out of the total 430 teachers included in the study, 381 teachers were normal stressed, 44 teachers were mild stressed, and 5 teachers were moderate stressed. Stress wise distribution of sample is illustrated in table 3.10 and figure 3.12.

**Table 3.10 Distribution of sample according to Stress.**

Variables		Total Number
Stress	Normal	381
	Mild	44
	Moderate	5
Total		



**Figure 3.12 Distribution of sample according to Stress.**

### 3.1.4 Variables

A variable is measurable characteristic or a logical set of attributes of the subject of the research that can vary. In the present study the following variables were identified and used.

1. **Independent Variables:** Independent variables were which sub-variables believed to be effect on dependent variables.
  - **Gender:** The studies one of the classificatory independent variable was Gender. Male and female is the two dimensions of conceder as gender variable.
  - **Age:** Age was considered to be an independent variable in the study.
  - **Educational qualification:** In the study educational qualification was considered to be an independent variable.
  - **Experience:** Experience was considered to be an independent variable in the study.



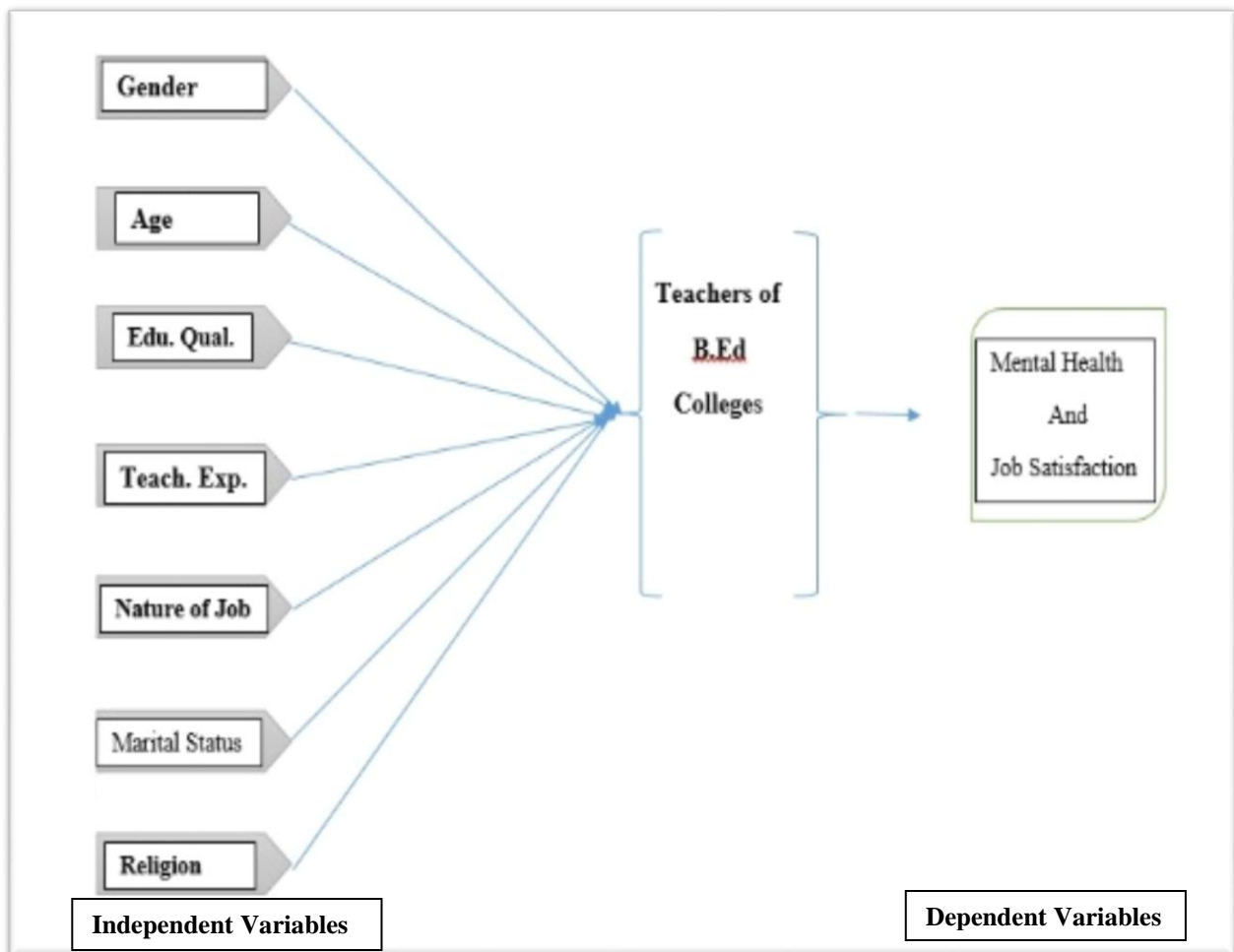
- **Nature of job:** In the study nature of job was considered to be an independent variable. Permanent and Part-Time was the two dimensions of concenter this variable.
- **Marital status:** In the study marital status was considered to be an independent variable. Unmarried and Married was the two dimensions of concenter this variable.
- **Religion:** In the study religion was considered to be an independent variable. Hindu and Islam was the two dimensions of concenter this variable

**2. Dependent Variables:** Mental health and job satisfaction was taken as dependent variable in the present study. The aim of the study was to measuring the influence of independent variables on the dependent variable.

It was assumed there might be some other extraneous variable which could influence the dependent variable. Randomization technique in selection of the colleges sample selection was used to control these intervening variables. It was expected that this randomization might neutralize the effects of intervening variables to a maximum extent.

- **Depression:** In the study depression was considered to be a dependent variable.
- **Anxiety:** In the study anxiety was considered to be a dependent variable.
- **Stress:** In the study stress was considered to be a dependent variable.
- **Job satisfaction:** In the study job satisfaction was considered to be a dependent variable.

Figure 3.13 Showing schematic diagram of the influencing variables under study



### 3.1.5 Tools

It is important for a study to gather relevant data to test the hypotheses. The researcher has devised a set of questions in statement form to collect information and data to describe and qualify the study design. In the present study the DASS - 21 Bengali version tool was used for collecting data and measuring mental health of teacher educators. For collecting data and measuring Job satisfaction of teacher educators, the researcher used Job satisfaction scale developed by Paul E. Spector, translated in Bengali and standardized by Dr. Lalit Lalitav Mahakud & Tuhin Parui.

**Table 3.11 Items Reflecting Tendencies**

❖ **(DASS -21 Bengali version tool)**

<b>Sub -Scales</b>	<b>Item Numbers</b>
Depression	3,5,10,13,16,17,21
Anxiety	2,4,7,9,15,19,20
Stress	1,6,8,11,12,14,18,

❖ **(Paul E. Spector, translated in Bengali and standardized by Dr. Lalit Lalitav Mahakud & Tuhin Parui)**

<b>Subscale</b>	<b>Item Numbers</b>
Pay	1,10,19,28
Promotion	2,11,20,33
Supervision	3,12,21,30
Fringe Benefits	4,13,22,29
Contingent rewards	5,14,23,32
Operating conditions	6,15,24,31
Coworkers	7,16,25,34
Nature of work	8,17,27,35
Communication	9,18,26,36
Total Satisfaction	1 to 36

### **3.2 Procedure**

This phase includes the description of different steps followed in collection of all qualitative and quantitative data from the primary sample under the study. Data was collected from private B.ED college teachers in North 24 PGS.

### 3.2.1 Data Collection

In this present study data were collected from private B.ED college teachers at 28 different colleges which were selected from North 24 PGS in West Bengal. Those colleges were used to provide instruction in Bengali medium and located in both Rural and Urban area. The researcher personally approached the administrative head of numerous institutions explaining the purpose and sought permission to conduct the data collection process. To collect data from the teacher educators the researcher finally allowed 28 private B.ED colleges.

**Table 3.12 Scheduled of Data Collection**

<b>SL.NO.</b>	<b>NAME OF THE COLLEGE</b>	<b>ADDRESS</b>
<b>1</b>	<b>Adarsha college of education</b>	<b>Kadambagachi,Duttapukur</b>
<b>2</b>	<b>AI Hera college of education</b>	<b>Basirhat</b>
<b>3</b>	<b>Amdanga Adarsha Teachers' Training college</b>	<b>Amdanga</b>
<b>4</b>	<b>Apex Teacher's Training college</b>	<b>Berachanpa</b>
<b>5</b>	<b>Arya Bharat Sikshya Pratisthan</b>	<b>Gaighata</b>
<b>6</b>	<b>Barasat college of Teacher Education</b>	<b>Hishabi,Amdanga</b>
<b>7</b>	<b>Barasat Subhas Chandra College of Education</b>	<b>Patincha,Duttapukur</b>
<b>8</b>	<b>Basirhat Mahabodhi college of Education</b>	<b>Arjunpur, Matia</b>
<b>9</b>	<b>Bibhuti Bhushan B.ed College</b>	<b>Khedapara Road, Petrapole</b>
<b>10</b>	<b>Bishnupriya College of Education</b>	<b>Nadibhag, Madhyamgram</b>
<b>11</b>	<b>Hingalganj Ambition College of Education</b>	<b>Bankra, Hingalganj</b>
<b>12</b>	<b>Indian Academy of Teacher's Education</b>	<b>Kadambagachi, Duttapukur</b>
<b>13</b>	<b>JNP College of Education</b>	<b>Ashoknagar, Baigachi</b>
<b>14</b>	<b>Jogendra Rajkrishna College of Teachers Education</b>	<b>Amberia, Hingalganj</b>

<b>15</b>	<b>Kingston Teacher’s Training College</b>	<b>Mallikapur,Duttapukur</b>
<b>16</b>	<b>Lokenath B.ED College</b>	<b>Udayanpally,Badrahat,Habra</b>
<b>17</b>	<b>Madhyamgram B.ED College</b>	<b>Badu Road,Madhyamgram</b>
<b>18</b>	<b>Monalisa B.ed College and Higher Education</b>	<b>Adi Kashimpur,Duttapukur</b>
<b>19</b>	<b>Mother Teresa Institute of Education and Research</b>	<b>Nadibhag,Madhyamgram</b>
<b>20</b>	<b>M-R-College of Education</b>	<b>Balisa,Ashoknagar</b>
<b>21</b>	<b>Muktir Shiksha College of Education</b>	<b>Nakpul-Habra-Road</b>
<b>22</b>	<b>Rampur Adarsha College of Education</b>	<b>Rampur,Amdanga</b>
<b>23</b>	<b>Rizia Bibi Academy of Teachers Education</b>	<b>Baidyapur,Barasat</b>
<b>24</b>	<b>Sahajpath</b>	<b>Balisha,Ashoknagar</b>
<b>25</b>	<b>Wali Institute of Teachers Education</b>	<b>Kadambagachi,Duttapukur</b>
<b>26</b>	<b>Rizia Bibi School Education</b>	<b>Barasat,Baidyapur</b>
<b>27</b>	<b>Rajib Gandhi Memorial P.T.T.I</b>	<b>North 24 PGS</b>
<b>28</b>	<b>Gopal Chandra Memorial College of Education</b>	<b>New Barrackpur</b>

### **3.2.2 Data Quality**

The researcher was vigilant to ensure the quality of the data and several steps were taken to maintain it. The comparison of enumerated and post enumerated data was taken thereafter. The comparison was found to be good as most of the indicators matched in at about more than 99 percent of cases which ensure the quality of the data.

### **3.2.3 Tabulation of Data**

In two set of questionnaire one set had 36 responses and another set of had 21 responses of individual questionnaires were marked with scoring values. A summary was prepared at the individual sheet. The whole data set so acquired systematically and sequentially tabulated for further analysis and draw inference of the objectives of the present study.

### **3.2.4 Statistical Analysis**

Raw data of 430 teachers gathered were individually tabulated in excel sheet. Data was analyzed using Statistical package for Social Sciences (SPSS Package), version 20 because it accommodates a large number of variable at the same time and detailed laborious calculations by hand and thereby minimized the chance of error.

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## **CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA**

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## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

Analysis and Interpretation of data chapter shows the study related analysis and interpretation, pictorial presentation of the collected data. The total study depends on this chapter as well as it is the backbone of the study. Here the researcher uses different types of statistical techniques for the analysis for presenting the data. On the basis of this chapter the major findings and results can be established therefore this chapter plays a vital role in any kind of study. Without this chapter research work cannot be completed.

#### **4.1 Descriptive statistics**

Descriptive statistics deals with analysis of present status of mental health and job satisfaction among teacher educators on the basis of different variables. Here all the tables and figure used to show the mean value, standard deviation of all the related tests.

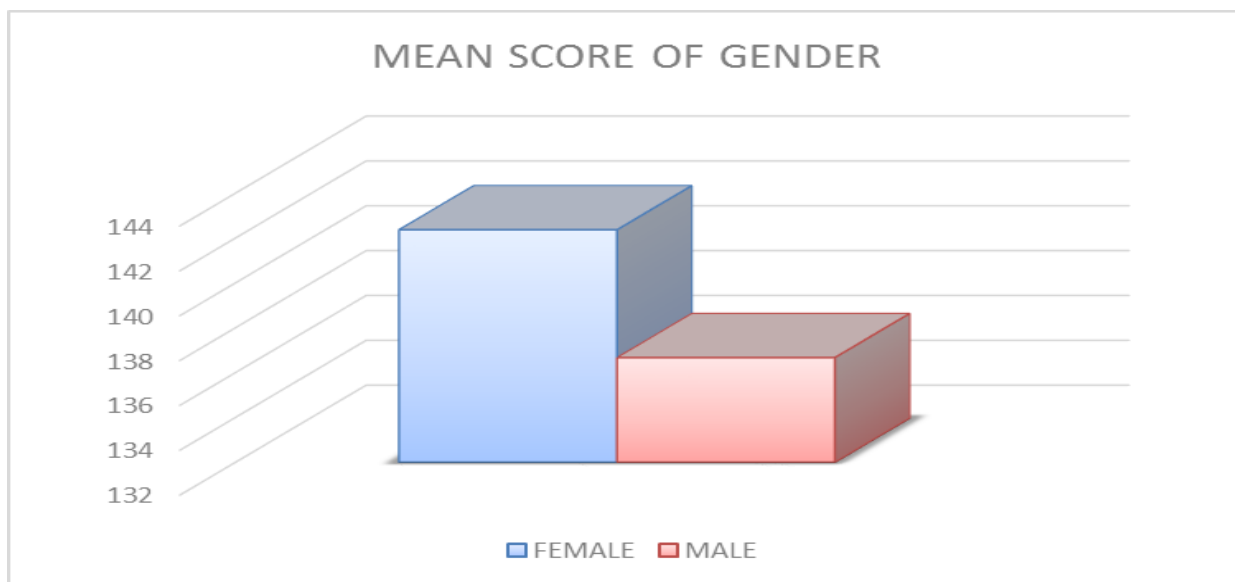
##### **4.1.1 Assessment of Job satisfaction among the Teacher Educators on the basis of gender variable.**

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of gender variable is given bellow in table 4.1

**Table 4.1 Mean Score of Job satisfaction among the Teacher Educators on the basis of gender variable.**

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF GENDER</b>				
<b>GENDER CATEGORY</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
<b>MALE</b>	<b>180</b>	<b>136.66</b>	<b>19.730</b>	<b>1.471</b>
<b>FEMALE</b>	<b>250</b>	<b>142.36</b>	<b>21.938</b>	<b>1.387</b>

The mean score of job satisfaction of female teachers (mean =142.36, std. =21.938) is higher than the mean score of male teachers (mean =136.66, std. =19.730). There are few differences in mean score of job satisfaction among male and female teachers showed in this descriptive statistics. The pictorial presentation is given in figure 4.1.



**Figure 4.1 Bar- diagram representing mean Score of Job Satisfaction based on gender.**

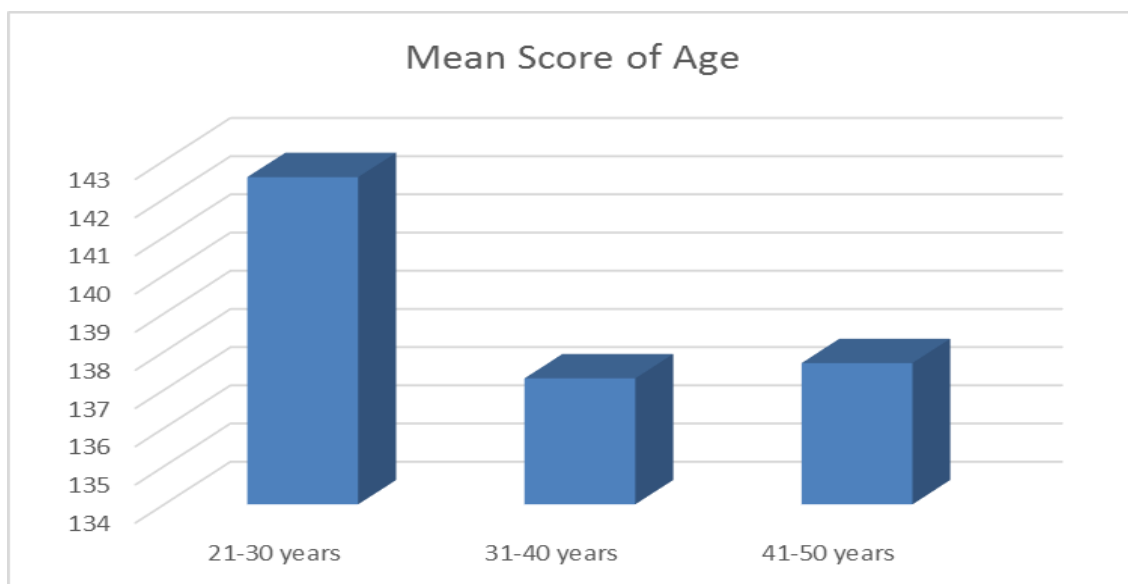
**4.1.2 Assessment of Job satisfaction among the Teacher Educators on the basis of age variable.**

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of age variable is given bellow in table 4.2.

**Table 4.2 Mean Score of Job satisfaction among the teacher educators on the basis of age variable.**

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF AGE</b>			
<b>AGE</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>21-30 YEARS</b>	<b>216</b>	<b>142.57</b>	<b>22.462</b>
<b>31-40 YEARS</b>	<b>187</b>	<b>137.30</b>	<b>19.038</b>
<b>41-50 YEARS</b>	<b>27</b>	<b>137.70</b>	<b>23.281</b>

The mean score of job satisfaction of teachers' age 21-30 years (mean =142.57, std. =22.462) and 41-50 years (mean=137.70, std. =23.281) were higher than the mean score of 31-40 years teachers (mean =137.30, std. =19.038). There are few differences in mean score of job satisfaction among different age of teachers showed in this descriptive statistics. The pictorial presentation is given in figure 4.2.



**Figure 4.2 Bar- diagram representing mean score of Job Satisfaction based on age.**

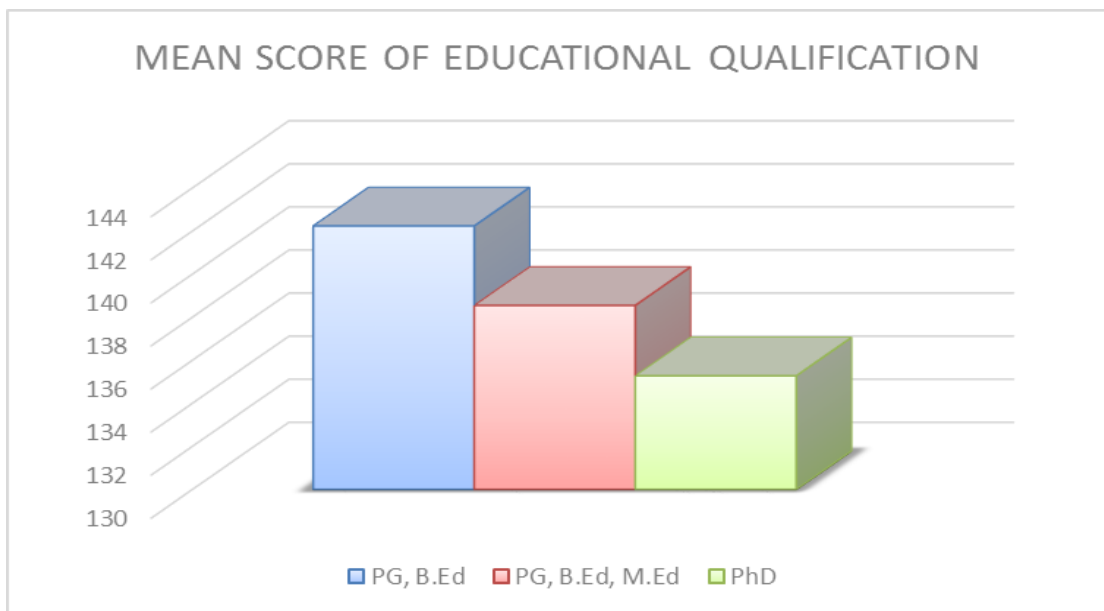
#### **4.1.3 Assessment of Job satisfaction among the Teacher Educators on the basis of Educational qualification variable.**

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of educational qualification variable is given bellow in table 4.3.

**Table 4.3 Mean Score of Job satisfaction among the Teacher Educators on the basis of Educational qualification variable.**

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF EDUCATIONAL QUALIFICATION</b>			
<b>Educational qualification</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>PG, B.Ed.</b>	<b>177</b>	<b>142.23</b>	<b>23.704</b>
<b>PG, B.Ed., M.Ed.</b>	<b>242</b>	<b>138.54</b>	<b>19.288</b>
<b>Ph.D.</b>	<b>11</b>	<b>135.27</b>	<b>16.535</b>

The mean score of job satisfaction of teachers' educational qualification wise PG, B.Ed. (Mean =142.23, std. =23.704) and PG, B.Ed., M.Ed. (mean=138.54, std. =19.288) were higher than the mean score of Ph.D. (mean =135.27, std. =16.535). There are few differences in mean score of job satisfaction among teachers Educational qualification showed in this descriptive statistics. The pictorial presentation is given in figure 4.3.



**Figure 4.3 Bar -diagram representing mean score of Job Satisfaction based on Educational qualification.**

#### 4.1.4 Assessment of Job satisfaction among the Teacher Educators on the basis of Teaching experience variable.

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of teaching experience variable is given below in table 4.4.

**Table 4.4 Mean Score of Job satisfaction among the Teacher Educators on the basis of Teaching experience variable.**

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF TEACHING EXPERIENCE</b>			
<b>Teaching Experience</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>1-5 years</b>	<b>366</b>	<b>140.03</b>	<b>21.162</b>
<b>6-10 years</b>	<b>42</b>	<b>141.52</b>	<b>22.628</b>
<b>11-15 years</b>	<b>19</b>	<b>135.21</b>	<b>17.252</b>
<b>16-20 years</b>	<b>2</b>	<b>121.00</b>	<b>1.414</b>
<b>Above 20 years</b>	<b>1</b>	<b>183.00</b>	

The mean score of job satisfaction of teachers experience wise 1-5 years (mean =140.03, std. = 21.162), 6-10 years (mean =141.52, std. =22.628), 11-15 years (mean=135.21, std. =17.252), 16-20 years (mean=121.00, std. =1.414), above 20 years (mean=183.00). There are few differences in mean score of job satisfaction among teachers teaching experience showed in this descriptive statistics. The pictorial presentation is given in figure 4.4.



**Figure 4.4** Bar-diagram representing mean score of Job Satisfaction based on teaching experience.

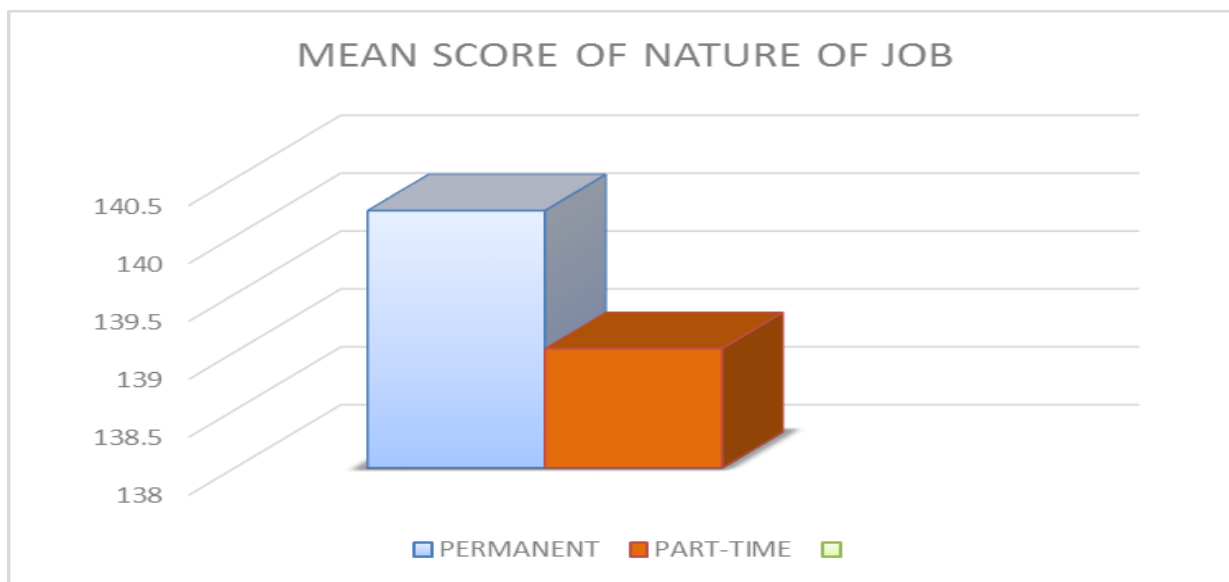
**4.1.5 Assessment of Job satisfaction among the Teacher Educators on the basis of nature of job variable.**

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of nature of job variable is given bellow in table 4.5.

**Table 4.5** Mean Score of Job satisfaction among the Teacher Educators on the basis of nature of job variable.

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF NATURE OF JOB</b>				
<b>Nature of Job</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
<b>PERMANENT</b>	<b>342</b>	<b>140.22</b>	<b>21.300</b>	<b>1.152</b>
<b>PART-TIME</b>	<b>88</b>	<b>139.03</b>	<b>20.933</b>	<b>2.231</b>

The mean score of job satisfaction of Permanent teachers (mean = 140.22, std. = 21.300) is higher than the mean score of Part-Time teachers (mean =139.03, std. =20.933). There are few differences in mean score of job satisfaction among teachers nature of job showed in this descriptive statistics. The pictorial presentation is given in figure 4.5.



**Figure 4.5 Bar -diagram representing mean score of Job Satisfaction based on nature of job.**

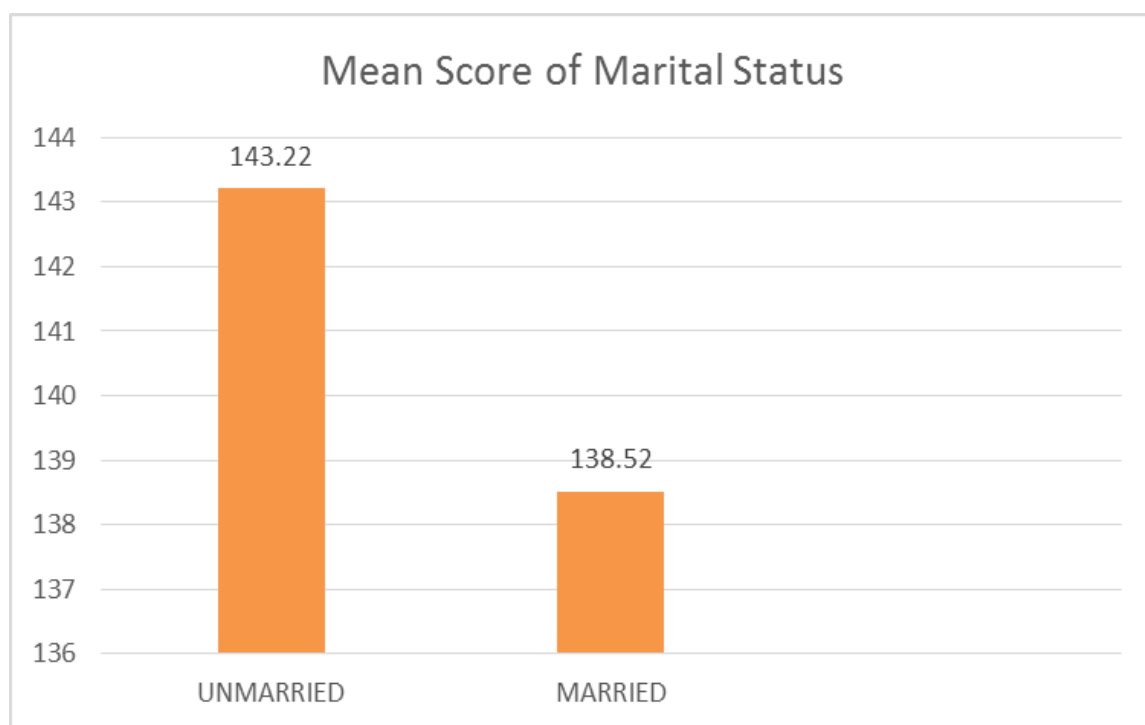
#### **4.1.6 Assessment of Job satisfaction among the Teacher Educators on the basis of marital status.**

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of marital status variable is given bellow in table 4.6.

**Table 4.6 Mean Score of Job satisfaction among the Teacher Educators on the basis of marital status variable.**

MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF MARITAL STATUS					
MARRITAL STATUS		N	Mean	Std. Deviation	Std. Error
Total Satisfaction	UNMARRIED	133	143.22	21.726	1.884
	MARRIED	297	138.52	20.843	1.209

The mean score of job satisfaction of Unmarried teachers (mean =143.22, std. =21.726) is higher than the mean score of Married teachers (mean =138.52, std. =20.843). There are few differences in mean score of job satisfaction among teacher educators marital status showed in this descriptive statistics. The pictorial presentation is given in figure 4.6.



**Figure 4.6 Bar -diagram representing mean score of Job Satisfaction based on marital status.**



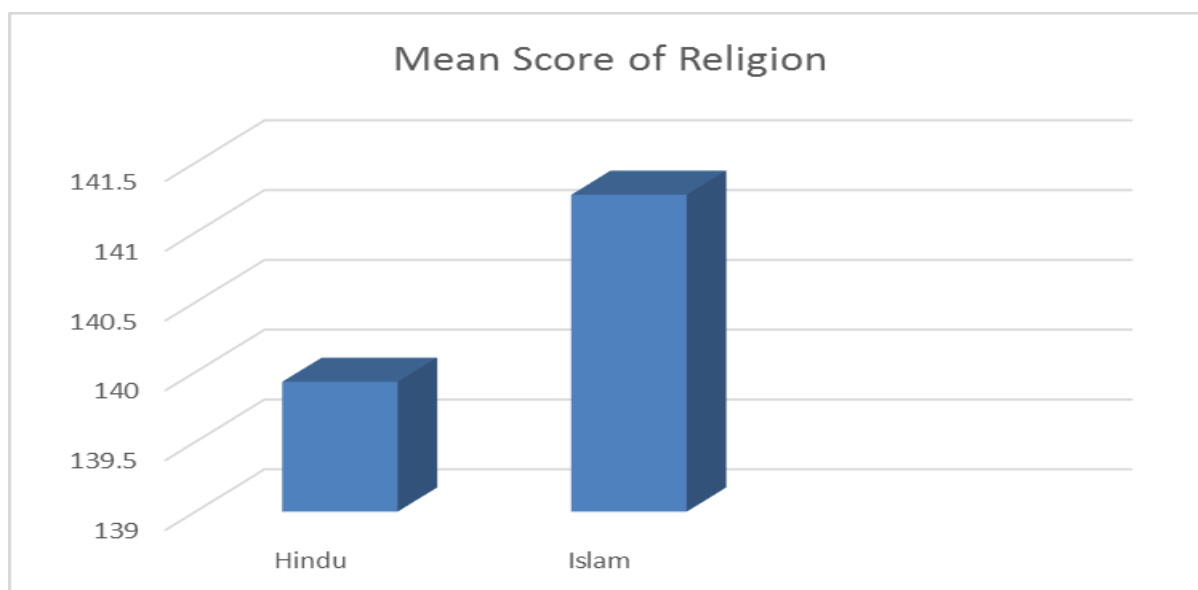
#### 4.1.7 Assessment of Job satisfaction among the Teacher Educators on the basis of religion.

Total 430 teacher educators drawn from various teachers training institutions at North 24 PGS in West Bengal for conducting the study. The overall mean scores of job satisfaction among the total number of teacher educators on the basis of religion variable is given below in table 4.7.

**Table 4.7 Mean Score of Job satisfaction among the Teacher Educators on the basis of religion variable.**

<b>MEAN SCORE OF JOB SATISFACTION ON THE BASIS OF RELIGION</b>					
<b>Religion</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
<b>Total Satisfaction</b>	<b>HINDU</b>	<b>415</b>	<b>139.93</b>	<b>21.100</b>	<b>1.036</b>
	<b>ISLAM</b>	<b>15</b>	<b>141.27</b>	<b>24.760</b>	<b>6.393</b>

The mean score of job satisfaction of Hindu teachers (mean =139.93, std. =21.100) is lower than the mean score of Islam teachers (mean =141.27, std. =24.760). There are few differences in mean score of job satisfaction among teacher educators religion showed in this descriptive statistics. The pictorial presentation is given in figure 4.7.



**Figure 4.7 Bar -diagram representing mean score of Job Satisfaction based on religion.**

## 4.2 Inferential Statistics

Parametric Statistics allow drawing inference about population based on sample group of those populations. To make these inferences, we must be able to make certain assumptions about the shape of the distributions of the population sample.

In social science, there are occurrences when someone getting more interested in knowing about the significance of the different between two sample means drawn from the same populations rather than merely knowing the significance of the computed sample means. The problem is the determination of the significance of the differences between two computed means. One is bond question whether the difference, if any, between the two samples means is the result of the sample fluctuations which have occurred incidentally or indicates some really valid differences which help in drowning some useful interpretations (Mangal, 2017).

### 4.2.1 Hypotheses Testing

**(H<sub>0</sub>1):** There is no significant difference in depression level of teacher educators on the basis of different variables.

**Table 4.8. Age wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P Value
Pearson Chi-Square	1.849	6	0.933
N of Valid Cases	430		

### Interpretation

The analysis in above table revealed that the value of  $\chi^2 = 1.849$  and  $p = 0.933$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6  $df = 12.592$  and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found

difference in level of depression among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.

**Table 4.9. Gender wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P Value
Pearson Chi-Square	13.331	3	0.004
N of Valid Cases	430		

### Interpretation

The analysis in above table revealed that the value of  $\chi^2 = 13.331$  and  $p = .004$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is higher than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their gender is significant.

**Table 4.10. Educational qualification wise distribution of Depression.**

Chi-Square Test			
	Value ( $\chi^2$ )	df	P Value
Pearson Chi-Square	8.944	6	0.177
N of Valid Cases	430		

### Interpretation

The analysis in above table revealed that the value of  $\chi^2 = 8.944$  and  $p = 0.177$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6 df = 12.592 and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.

**Table 4.11 Teaching experience wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P Value
Pearson Chi-Square	4.283	12	0.978
N of valid cases	430		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 4.283$  and  $p = 0.978$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 12 df = 21.026 and 26.217 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their teaching experience is not significant and it can be attributed to any chance factors.

**Table 4.12 Nature of job wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P value
Pearson Chi-Square	12.313	3	0.006
N of Valid cases	430		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 12.313$  and  $p = 0.006$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is quite higher than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their nature of job is significant and it cannot be attributed to any chance factors.

**Table 4.13 Marital status wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P Value
<b>Pearson Chi-Square</b>	<b>1.449</b>	<b>3</b>	<b>0.694</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 1.449$  and  $p = .694$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.

**Table 4.14 Religion wise distribution of Depression.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P value
<b>Pearson Chi-Square</b>	<b>2.816</b>	<b>3</b>	<b>0.421</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 2.816$  and  $p = 0.421$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.

**Table 4.15 Anxiety wise distribution of Depression.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>153.859</b>	<b>9</b>	<b>0.000</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 153.859$  and  $p = 0.000$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 9 df = 16.919 and 21.666 respectively. It has been observed that the calculated value of  $\chi^2$  is quite higher than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their anxiety is significant and it cannot be attributed to any chance factors.

**Table 4.16 Stress wise distribution of Depression.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>260.740</b>	<b>6</b>	<b>0.000</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 260.740$  and  $p = 0.000$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6 df = 12.592 and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is higher than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis cannot be accepted as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their stress is significant and it cannot be attributed to any chance factors.

**(H<sub>02</sub>):** There is no significant difference in anxiety level of teacher educators on the basis of different variables.

**Table 4.17 Age wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value(<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>9.944</b>	<b>6</b>	<b>0.127</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 9.944$  and  $p = 0.127$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6 df = 12.592 and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.

**Table 4.18 Gender wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>7.721</b>	<b>3</b>	<b>0.052</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 7.721$  and  $p = 0.052$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the

found difference in level of anxiety among teacher educators on the basis of their gender is not significant and it can be attributed to any chance factor.

**Table 4.19 Educational qualification wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value(<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>2.443</b>	<b>6</b>	<b>0.875</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 2.443$  and  $p = 0.875$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6 df = 12.592 and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.

**Table 4.20 Teaching experience wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value(<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>7.227</b>	<b>12</b>	<b>0.842</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 7.227$  and  $p = 0.842$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 12 df = 21.026 and 26.217 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that



the found difference in level of depression among teacher educators on the basis of their teaching experience is not significant and it can be attributed to any chance factors.

**Table 4.21 Nature of job wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>5.674</b>	<b>3</b>	<b>0.129</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 5.674$  and  $p = 0.129$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their nature of job is not significant and it can be attributed to any chance factors.

**Table 4.22 Marital status wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>5.370</b>	<b>3</b>	<b>0.147</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 5.370$  and  $p = 0.147$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the

found difference in level of anxiety among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.

**Table 4.23 Religion wise distribution of Anxiety.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>4.785</b>	<b>3</b>	<b>0.188</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 4.785$  and  $p = 0.188$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 3 df = 7.815 and 11.345 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.

**(H<sub>03</sub>):** There is no significant difference in Stress level of teacher educators on the basis of different variables.

**Table 4.24 Age wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>2.040</b>	<b>4</b>	<b>0.728</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 2.040$  and  $p = 0.728$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 4 df = 9.488 and 13.277 respectively. It has been

observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.

**Table 4.25 Gender wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>1.218</b>	<b>2</b>	<b>0.544</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 1.218$  and  $p = 0.544$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 2 df = 5.991 and 9.210 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their gender is not significant and it can be attributed to any chance factors.

**Table 4.26 Educational qualification wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>3.158</b>	<b>4</b>	<b>0.532</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 3.158$  and  $p = 0.532$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 4 df = 9.488 and 13.277 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels.

So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.

**Table 4.27 Teaching experience wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>2.723</b>	<b>8</b>	<b>0.951</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 2.723$  and  $p = 0.951$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 8 df = 15.507 and 20.090 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their teaching experience is not significant and it can be attributed to any chance factors.

**Table 4.28 Nature of job wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>0.619</b>	<b>2</b>	<b>0.734</b>
<b>N of Valid Cases</b>	<b>430</b>		

### **Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 0.619$  and  $p = 0.734$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 2 df = 5.991 and 9.210 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found

difference in level of stress among teacher educators on the basis of their nature of job is not significant and it can be attributed to any chance factors.

**Table 4.29 Marital status wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>0.296</b>	<b>2</b>	<b>0.862</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 0.296$  and  $p = 0.862$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 2 df = 5.991 and 9.210 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.

**Table 4.30 Religion wise distribution of Stress.**

<b>Chi-Square Tests</b>			
	<b>Value (<math>\chi^2</math>)</b>	<b>df</b>	<b>P Value</b>
<b>Pearson Chi-Square</b>	<b>1.999</b>	<b>2</b>	<b>0.368</b>
<b>N of Valid Cases</b>	<b>430</b>		

**Interpretation**

The analysis in above table revealed that the value of  $\chi^2 = 1.999$  and  $p = 0.368$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 2 df = 5.991 and 9.210 respectively. It has been observed that the calculated value of  $\chi^2$  is lower than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the

found difference in level of stress among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.

**Table 4.31 Stress wise distribution of Anxiety.**

Chi-Square Tests			
	Value ( $\chi^2$ )	df	P Value
<b>Pearson Chi-Square</b>	<b>23.374</b>	<b>6</b>	<b>0.001</b>
<b>N of Valid Cases</b>	<b>430</b>		

### Interpretation

The analysis in above table revealed that the value of  $\chi^2 = 23.374$  and  $p = 0.001$ . The critical values of  $\chi^2$  at 0.05 and 0.01 level of significance with 6 df = 12.592 and 16.812 respectively. It has been observed that the calculated value of  $\chi^2$  is quite higher than the critical values of  $\chi^2$  at both the levels. So, the null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their stress is significant and it cannot be attributed to any chance factors.

### T –Test

#### ❖ Gender wise comparison of job satisfaction among Teacher educators.

**(H<sub>0</sub>4):** There is no significant mean score difference in job satisfaction of teacher educators on the basis of their gender.

**Table 4.32 showing gender wise comparison of job satisfaction among Teacher Educators.**

<b>'T-Test' Representing gender wise comparison of job satisfaction among teacher Educators.</b>									
Gender	N	Mean	SD	SE <sub>M</sub>	MD	t	df	Sig. (2-Tailed)	Remarks
Male	180	136.66	19.730	1.471	-5.708	-2.775	428	0.006	*S
Female	250	142.36	21.938	1.387					

**\*S: Significant**

## Interpretation

This independent sample t-test analysis indicates that the 180 male teachers have a Mean of 136.66 and SD of 19.730 and the 250 female teachers has a Mean of 142.36 and SD of 21.938. Here the mean score of female teachers (i.e. 142.36) is higher than that of male teachers (i.e. 136.66). That means the initial descriptive statistics revealed that the job satisfaction among teacher educators gender wise distribution female teachers is just higher than the male teachers counterpart. But to ascertain whether these difference is statistically significant or not significant. So, the researcher further applied the t-test. The computed 'p-value' i.e. 0.006 is significant. The critical value required to reach 5% level of significance and the  $P > 0.05$  as  $P = 0.006$ . Hence the 't-value' is significant at 0.05 & 0.01 level which indicates do differ significantly at both level. Consequently, **the null hypothesis can be rejected** at both level of significant (5% & 1%) and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be safely concluded that there is significance difference in job satisfaction among teacher educators with respect to their gender.

### ❖ Nature of job wise comparison of job satisfaction among Teacher educators.

(H<sub>05</sub>): There is no significant mean score difference in job satisfaction of teacher educators on the basis of their nature of job.

**Table 4.33 Showing nature of job wise comparison of job satisfaction among Teacher Educators.**

<b>'T-Test' Representing nature of job wise comparison of job satisfaction among teacher educators.</b>									
	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE<sub>M</sub></b>	<b>MD</b>	<b>t</b>	<b>df</b>	<b>Sig.(2-Tailed)</b>	<b>Remarks</b>
<b>PERMANENT</b>	<b>342</b>	<b>140.22</b>	<b>21.300</b>	<b>1.152</b>	<b>1.182</b>	<b>0.466</b>	<b>428</b>	<b>0.641</b>	<b>*NS</b>
<b>PART-TIME</b>	<b>88</b>	<b>139.03</b>	<b>20.933</b>	<b>2.231</b>					

**\*NS: Not Significant**

## Interpretation

This independent sample t-test analysis indicates that the permanent teachers 342 have a Mean of 140.22 and SD of 21.300 and the part-time teachers 88 has a Mean of 139.03 and SD 20.933. Here the mean score of permanent teachers (i.e. 140.22) is higher than that of part-time teachers (i.e. 139.03). That means the initial descriptive statistics revealed that the job satisfaction among teacher educators nature of job wise permanent teachers is just higher than the part-time teacher counterpart. But to ascertain whether these difference is statistically significant of not significant. So, the researcher further applied the t-test. The computed 't-value' i.e. 0.466 is smaller than the critical 't-value' i.e. 1.96 at 5% level. The critical value required to reach 5% level of significance and the  $P > 0.05$  as  $P = 0.641$ . Hence the 't-value' is not significant at 0.05 level which indicates do not differ significantly at 0.05 level. Consequently, **the null hypothesis cannot be rejected** at 5% level of significant and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be safely concluded that there is no significance difference in job satisfaction among teacher educators with respect to their nature of job.

### ❖ Marital status wise comparison of job satisfaction among Teacher educators.

**(H<sub>06</sub>):** There is no significant mean score difference in job satisfaction of teacher educators on the basis of their marital status.

**Table 4.34 Showing marital status wise comparison of job satisfaction among Teacher Educators.**

<b>'T-Test' Representing marital status wise comparison of job satisfaction among teacher</b>									
	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE<sub>M</sub></b>	<b>MD</b>	<b>t</b>	<b>df</b>	<b>Sig.(2-Tailed)</b>	<b>Remarks</b>
<b>UNMARRIED</b>	<b>133</b>	<b>143.22</b>	<b>21.726</b>	<b>1.884</b>	<b>4.696</b>	<b>2.131</b>	<b>428</b>	<b>0.034</b>	<b>*S</b>
<b>MARRIED</b>	<b>297</b>	<b>138.52</b>	<b>20.843</b>	<b>1.209</b>					

**\*S: Significant**



**Interpretation**

This independent sample t-test analysis indicates that the 133 unmarried teachers have a Mean of 143.22 and SD of 21.726 and the 297 married teachers has a Mean of 138.52 and SD of 20.843. Here the mean score of unmarried teachers (i.e. 143.22) is higher than that of married teachers (i.e. 138.52). That means the initial descriptive statistics revealed that the job satisfaction among teacher educators marital status wise distribution unmarried teachers is just higher than the married teachers counterpart. But to ascertain whether these difference is statistically significant of not significant. So, the researcher further applied the t-test. The computed ‘t-value’ i.e. 2.131 is higher than the critical ‘t-value’ i.e. 1.96 at 5% level. The critical value required to reach 5% level of significance and the  $P > 0.05$  as  $P = 0.034$ . Hence the ‘t-value’ is significant at 0.05 level which indicates do differ significantly at both level. Consequently, **the null hypothesis can be rejected** at both level of significant (5%) and as a result , the given difference in sample means being insignificant can not only be attributed to some chance factors or sampling fluctuations.

Hence, it can be safely concluded that there is significance difference in job satisfaction among teacher educators with respect to their marital status.

❖ **Religion wise comparison of job satisfaction among Teacher educators.**

(H<sub>07</sub>): There is no significant mean score difference in job satisfaction of teacher educators on the basis of their religion.

**Table 4.35 showing religion wise comparison of job satisfaction among Teacher Educators.**

<b>‘T-Test’ Representing religion wise comparison of job satisfaction among teacher educators.</b>									
	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE<sub>M</sub></b>	<b>MD</b>	<b>t</b>	<b>df</b>	<b>Sig.(2-Tailed)</b>	<b>Remarks</b>
<b>HINDU</b>	<b>415</b>	<b>139.93</b>	<b>21.100</b>	<b>1.036</b>	<b>-1.339</b>	<b>-.240</b>	<b>428</b>	<b>.810</b>	<b>*NS</b>
<b>ISLAM</b>	<b>15</b>	<b>141.27</b>	<b>24.760</b>	<b>6.393</b>					

**\*NS: Not Significant**

## Interpretation

This independent sample t-test analysis indicates that the Islam teachers 15 have a Mean of 141.27 and SD of 24.760 and the Hindu teachers 415 has a Mean of 139.93 and SD 21.100. Here the mean score of Islam teachers (i.e. 141.27) is higher than that of Hindu teachers (i.e. 139.93). That means the initial descriptive statistics revealed that the job satisfaction among teacher educators religion wise Islam teachers is just higher than the Hindu teachers counterpart. But to ascertain whether these difference is statistically significant or not significant. So, the researcher further applied the t-test. The computed 't-value' i.e. -0.240 is smaller than the critical 't-value' i.e. 1.96 at 5% level. The critical value required to reach 5% level of significance and the  $P > 0.05$  as  $P = 0.810$ . Hence the 't-value' is not significant at 0.05 level which indicates do not differ significantly at 0.05 level. Consequently, **the null hypothesis cannot be rejected** at 5% level of significant and as a result, the given difference in sample means being insignificant can only be attributed to some chance factors or sampling fluctuations.

Hence, it can be safely concluded that there is no significance difference in job satisfaction among teacher educators with respect to their religion.

## ANOVA - TEST

**(H<sub>08</sub>):** There is no significant mean score difference in job satisfaction of teacher educators on the basis of their age.

**Table 4.36 Showing age wise comparison of job satisfaction among Teacher Educators.**

ANOVA						
SCORE OF AGE						
	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	2937.044	2	1468.522	3.301	0.038	*S P<0.05
Within Groups	189983.674	427	444.927			
Total	192920.719	429				

\*S- Significant

### Interpretation

One way ANOVA was computed comparing the job satisfaction level among teacher educators on the basis of their Age in the study. The analysis in the table 4.36 revealed that the calculated value of  $F=3.301$  and  $P=0.038$ . So, it has been observed that the calculated p value of ANOVA is lower than the p value at 0.05 level of significance i.e. Significant difference was found on Job satisfaction among the teacher educators on the basis of their level of age in the study. (Calculate p value=0.038); So,  $[P<0.05]$ .

Hence it can be confidently say that there is significant difference and safely concluded that **the null hypothesis can be rejected** at 0.05 levels of significance.

**(H<sub>0</sub>9)**: There is no significant mean score difference in job satisfaction of teacher educators on the basis of their educational qualification.

**Table 4.37 Showing Educational qualification wise comparison of job satisfaction among Teacher Educators.**

ANOVA						
SCORE OF EDUCATIONAL QUALIFICATION						
	Sum of Squares	df	Mean Squares	F	Sig.	Remarks
Between Groups	1637.490	2	818.745	1.828	0.162	*NS P>0.05
Within Groups	191283.229	427	447.970			
Total	192920.719	429				

\*NS-Not Significant

### Interpretation

One way ANOVA was computed comparing the job satisfaction level among teacher educators on the basis of their Educational qualification in the study. The analysis in the table 4.37 revealed that the calculated value of  $F=1.828$  and  $P=0.162$ . So, it has been observed that the calculated value of

ANOVA is higher than the p value at 0.05 level of not significance i.e. Not significant difference was found on Job satisfaction among the teacher educators on the basis of their level of educational qualification in the study. (Calculate value=0.162); So, [P>0.05].

Hence it can be confidently say that there is not any significant difference and safely concluded that the null hypothesis is accepted at 0.05 levels of significance.

**(H<sub>010</sub>):** There is no significant mean score difference in job satisfaction of Teacher educators on the basis of their teaching experience.

**Table 4.38 Showing Teaching experience wise comparison of job satisfaction among Teacher Educators.**

ANOVA						
SCORE OF TEACHING EXPERIENCE						
	Sum of Squares	df	Mean Squares	F	Sig.	Remarks
Between Groups	3104.415	4	776.104	1.738	0.141	*NS P>0.05
Within Groups	189816.303	425	446.627			
Total	192920.719	429				

\*NS-Not Significant

### Interpretation

One way ANOVA was computed comparing the job satisfaction level among teacher educators on the basis of their Teaching experience in the study. The analysis in the table 000 revealed that the calculated value of F=1.738 and P=0.141. So, it has been observed that the calculated value of F ratio (ANOVA) is higher than the critical value of F ratio at the 5% level of significance i.e. no significant difference was found on Job satisfaction among the teacher educators on the basis of their level of teaching experience in the study (Calculate p value=0.141); So, P>0.05].

Hence it can be confidently say that there is not any significant difference and safely concluded that the null hypothesis is accepted at 0.05 levels of significance.

### Correlation

**(H<sub>011</sub>):** There is no significant correlation between mental health and job satisfaction of Teacher Educators.

**Table 4.39 Showing Correlation between Job Satisfaction and Depression among Teacher Educators.**

<b>Correlation Between Job Satisfaction and Depression</b>				
		<b>Job Satisfaction</b>	<b>Depression</b>	<b>Remarks</b>
<b>Job Satisfaction</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>-0.425</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>0.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Depression</b>	<b>Pearson Correlation</b>	<b>-0.425</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>0.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

### Interpretation

From the above table it is found that the co-efficient of correlation between perceived Job Satisfaction and Depression is -0.425 which indicate negative correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is negative as well as significant correlation exists between Job Satisfaction and Depression among the teacher educators.

**Table 4.40 Showing Correlation between Job Satisfaction and Anxiety among Teacher Educators.**

<b>Correlation Between Job Satisfaction and Anxiety</b>				
		<b>Job Satisfaction</b>	<b>Anxiety</b>	<b>Remarks</b>
<b>Job Satisfaction</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>-0.303</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>0.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Anxiety</b>	<b>Pearson Correlation</b>	<b>-0.303</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>0.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

### **Interpretation**

From the above table it is found that the co-efficient of correlation between perceived Job Satisfaction and Anxiety is -0.303 which indicate that there is significant but negative correlation exists. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a negative as well as significant correlation exists between Job Satisfaction and Anxiety among the teacher educators.

**Table 4.41 Showing Correlation between Job Satisfaction and Stress among Teacher Educators.**

<b>Correlation Between Job Satisfaction and Stress</b>				
		<b>Job Satisfaction</b>	<b>Stress</b>	<b>Remarks</b>
<b>Job Satisfaction</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>-0.223</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>0.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Stress</b>	<b>Pearson Correlation</b>	<b>-0.223</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>0.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

### **Interpretation**

From the above table it is found that the co-efficient of correlation between perceived Job Satisfaction and Stress is -0.223 which indicate negative and weak correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is negative and weak as well as significant correlation exists between Job Satisfaction and Stress among the teacher educators.

**Table 4.42 Showing Correlation between Depression and Anxiety score of job satisfaction among Teacher Educators.**

<b>Correlation Between Depression and Anxiety</b>				
		<b>Depression</b>	<b>Anxiety</b>	<b>Remarks</b>
<b>Depression</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>0.608</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Anxiety</b>	<b>Pearson Correlation</b>	<b>.608</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

### **Interpretation**

From the above table it is found that the co-efficient of correlation between perceived Depression and Anxiety is 0.608 which indicate positive and high correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a very high and positive as well as significant correlation exists between Depression and Anxiety among the teacher educators.



**Table 4.43 Showing Correlation between Depression and Stress score of job satisfaction among Teacher Educators.**

<b>Correlation Between Depression And Stress</b>				
		<b>Depression</b>	<b>Stress</b>	<b>Remarks</b>
<b>Depression</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>0.713</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Stress</b>	<b>Pearson Correlation</b>	<b>0.713</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

### **Interpretation**

From the above table it is found that the co-efficient of correlation between perceived Depression and Stress is 0.713 which indicate positive and high correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a very high and positive as well as significant correlation exists between Depression and Stress among the teacher educators.

**Table 4.44: Showing Correlation between Anxiety and Stress score of job satisfaction among Teacher Educators.**

<b>Correlation Between Anxiety And Stress</b>				
		<b>Anxiety</b>	<b>Stress</b>	<b>Remarks</b>
<b>Anxiety</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>0.595</b>	<b>*S (P&lt;0.05)</b>
	<b>Sig. (2-tailed)</b>		<b>0.000</b>	
	<b>N</b>	<b>430</b>	<b>430</b>	
<b>Stress</b>	<b>Pearson Correlation</b>	<b>0.595</b>	<b>1</b>	
	<b>Sig. (2-tailed)</b>	<b>0.000</b>		
	<b>N</b>	<b>430</b>	<b>430</b>	

**\*Correlation is Significant at the 0.05 level (Pearson Correlation)**

**Interpretation:**

From the above table it is found that the co-efficient of correlation between perceived Anxiety and Stress is 0.595 which indicate positive correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a positive as well as significant correlation exists between Anxiety and Stress among the teacher educators.

**4.3 Findings of the study**

The study was conducted on a total participants of 430 teachers in rural and urban areas of 24 PGS (N) in West Bengal. The major findings of the study in respect to the analysis and interpretation of data are given below:

❖ **Rate of prevalence of job satisfaction on the basis of gender variables.**

Job satisfaction of female teachers (mean =142.36, std. =21.938) is higher than that of male teachers (mean =136.66, std. =19.730) which was also statistically significant at  $p<0.01$  level and cannot be attributed to any chance factor.

❖ **Rate of prevalence of job satisfaction on the basis of age variables.**

Although, overall job satisfaction is better among 21-30 years old teachers (mean =142.57, std. =22.462) than among 41-50 years teachers (mean=137.70, std. =23.281), 31-40 years teachers (mean =137.30, std. =19.038) level of age. Though, differences in age was found to be an insignificant factor at  $p<0.01$  level in job satisfaction among teacher educators.

❖ **Rate of prevalence of job satisfaction on the basis of educational qualification variables**

The mean score of job satisfaction among P.G, B.Ed. teachers is highest (mean =142.23, std. =23.704) followed by PG, B.Ed., M.Ed. (mean=138.54, std. =19.288), PhD (mean =135.27, std. =16.535) teachers. Though, differences in educational qualification was found to be an insignificant factor at  $p<0.01$  level in job satisfaction among teacher educators.

❖ **Rate of prevalence of job satisfaction on the basis of teaching experience variable**

Overall job satisfaction is highest experience above 20 years teachers (mean=183.00), followed by 1-5 years (mean =140.03, std. = 21.162), 6-10 years (mean=141.52, std. =22.628) 11-15 years (mean=135.21, std. =17.252), 16-20 years (mean=121.00, std. =1.414), teachers. Though, differences in teaching experience was found to be an insignificant factor at  $p<0.01$  level in job satisfaction among teacher educators.

❖ **Rate of prevalence of job satisfaction on the basis of nature of job variables.**

On the basis of nature of job, out of total 430 teachers in Private B.Ed. college, the mean score of job satisfaction of Permanent teachers (mean = 140.22, std. = 21.300) is higher than the mean score of Part-Time teachers (mean =139.03, std. =20.933). Which was also statistically significant at  $p<0.01$  level and cannot be attributed to any chance factor.

❖ **Rate of prevalence of job satisfaction on the basis of marital status variables.**

Job satisfaction is better among unmarried teachers (mean =143.22, std. =21.726) than among the married teachers (mean =138.52, std. =20.843), level of marital status does not affect the job satisfaction among teacher educators so differently than any other chance factor. (Which was also statistically not significant at  $p>0.01$  level and attributed to any chance factor).

❖ **Rate of prevalence of job satisfaction on the basis of religion variables.**

Job satisfaction of Hindu teachers (mean =139.93, std. =21.100) is higher than the mean score of Islam teachers (mean =141.27, std. =24.760), level of religion does not affect the job satisfaction among teacher educators so differently than any other chance factor. (Which was also statistically not significant at  $p>0.01$  level and attributed to any chance factor).

❖ **Rate of prevalence of depression on the basis of age variables**

Computed value observed from the analysis ( $\chi^2= 1.849$  and  $p = 0.933$ ) revealed that there is no significant difference in level of depression among Teacher Educators on the basis of their age and it can be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of gender**

Computed value observed from the analysis (of  $\chi^2 = 13.331$  and  $p =0.004$ ) revealed that there is significant difference in level of depression among Teacher Educators on the basis of their gender and it cannot be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of educational qualification**

Computed value observed from the analysis ( $\chi^2= 8.944$  and  $p = 0.177$ ) revealed that there is no significant difference in level of depression among Teacher Educators on the basis of their educational qualification and it can be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of teaching experience**

Computed value observed from the analysis ( $\chi^2= 4.283$  and  $p = 0.978$ ) revealed that there is no significant difference in level of depression among Teacher Educators on the basis of their teaching experience and it can be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of nature of job**

Computed value observed from the analysis ( $\chi^2 = 12.313$  and  $p =0.006$ ) revealed that there is significant difference in level of depression among teacher educators on the basis of their nature of job and it cannot be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of marital status**

Computed value observed from the analysis ( $\chi^2= 1.449$  and  $p = 0.694$ ) revealed that there is no significant difference in level of depression among Teacher Educators on the basis of their marital status and it can be attributed to any chance factors.

❖ **Rate of prevalence of depression on the basis of religion**

Computed value observed from the analysis ( $\chi^2= 2.816$  and  $p = 0.421$ ) revealed that there is no significant difference in level of depression among Teacher Educators on the basis of their religion and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of age**

Computed value observed from the analysis ( $\chi^2= 9.944$  and  $p = 0.127$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their age and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of gender**

Computed value observed from the analysis ( $\chi^2= 7.721$  and  $p = 0.052$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their gender and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of educational qualification**

Computed value observed from the analysis ( $\chi^2= 2.443$  and  $p = 0.875$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their educational qualification and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of teaching experience**

Computed value observed from the analysis ( $\chi^2= 7.227$  and  $p = 0.842$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their teaching experience and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of nature of job**

Computed value observed from the analysis ( $\chi^2= 5.674$  and  $p = 0.129$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their teaching experience and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of marital status**

Computed value observed from the analysis ( $\chi^2= 5.370$  and  $p = 0.147$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their marital status and it can be attributed to any chance factors.

❖ **Rate of prevalence of anxiety on the basis of religion**

Computed value observed from the analysis ( $\chi^2= 4.785$  and  $p = 0.188$ ) revealed that there is no significant difference in level of anxiety among Teacher Educators on the basis of their religion and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of age**

Computed value observed from the analysis ( $\chi^2= 2.040$  and  $p = 0.728$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their age and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of gender**

Computed value observed from the analysis ( $\chi^2= 1.218$  and  $p = 0.544$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their gender and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of educational qualification**

Computed value observed from the analysis ( $\chi^2= 3.158$  and  $p = 0.532$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their educational qualification and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of teaching experience**

Computed value observed from the analysis ( $\chi^2= 2.723$  and  $p = 0.951$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their teaching experience and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of nature of job**

Computed value observed from the analysis ( $\chi^2= 0.619$  and  $p = 0.734$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their nature of job and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of marital status**

Computed value observed from the analysis ( $\chi^2= 0.296$  and  $p = 0.862$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their marital status and it can be attributed to any chance factors.

❖ **Rate of prevalence of stress on the basis of religion**

Computed value observed from the analysis ( $\chi^2= 1.999$  and  $p = 0.368$ ) revealed that there is no significant difference in level of stress among Teacher Educators on the basis of their religion and it can be attributed to any chance factors.

❖ **Gender wise comparison of job satisfaction among Teacher educators**

The computed value of the independent sample t-test analysis ( $t = -2.775$  &  $p=0.006$ ) revealed that there is a significant difference exists between gender and job satisfaction and it cannot be attributed to any chance factors.

❖ **Nature of job wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample t-test analysis ( $t = 0.466$  &  $p=0.641$ ) revealed that there is no significant difference exists between nature of job and job satisfaction and it can be attributed to any chance factors.

❖ **Marital status wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample t-test analysis ( $t = 2.131$  &  $p=0.034$ ) revealed that there is a significant difference exists between marital status and job satisfaction and it cannot be attributed to any chance factors.

❖ **Religion wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample t-test analysis ( $t = - 0.240$  &  $p=0.810$ ) revealed that there is no significant difference exists between religion and job satisfaction and it can be attributed to any chance factors.

❖ **Age wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample one way ANOVA analysis ( $F = 3.301$  &  $p=0.038$ ) revealed that there is a significant difference exists between age and job satisfaction and it cannot be attributed to any chance factors.

❖ **Educational qualification wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample one way ANOVA analysis ( $F = 1.828$  &  $p=0.162$ ) revealed that there is no significant difference exists between Educational qualification and job satisfaction and it can be attributed to any chance factors.



❖ **Teaching Experience wise comparison of job satisfaction among Teacher Educators**

The computed value of the independent sample one way ANOVA analysis ( $F = 1.738$  &  $p = 0.141$ ) revealed that there is no significant difference exists between teaching experience and job satisfaction and it can be attributed to any chance factors.

❖ **Correlation between Job satisfaction and Depression among Teacher Educators**

The computed value of co-efficient of correlation between perceived Job Satisfaction and Depression is  $-0.425$  which indicate negative correlation. The result is significant at the 0.05 level ( $p = 0.000 < 0.05$ ). Hence it can be concluded that there is negative as well as significant correlation exists between Job Satisfaction and Depression among the teacher educators.

❖ **Correlation between Job satisfaction and Anxiety among Teacher Educators**

The computed value of co-efficient of correlation between perceived Job Satisfaction and Anxiety is  $-0.303$  which indicate that there is significant but negative correlation exists. The result is significant at the 0.05 level ( $p = 0.000 < 0.05$ ). Hence it can be concluded that there is a negative as well as significant correlation exists between Job Satisfaction and Anxiety among the teacher educators.

❖ **Correlation between Job satisfaction and Stress among Teacher Educators**

The computed value of co-efficient of correlation between perceived Job Satisfaction and Stress is  $-0.223$  which indicate negative and weak correlation. The result is significant at the 0.05 level ( $p = 0.000 < 0.05$ ). Hence it can be concluded that there is negative and weak as well as significant correlation exists between Job Satisfaction and Stress among the teacher educators.

❖ **Correlation between Depression and Anxiety among Teacher Educators**

The computed value of co-efficient of correlation between perceived Depression and Anxiety is  $0.608$  which indicate positive and high correlation. The result is significant at the 0.05 level ( $p = 0.000 < 0.05$ ). Hence it can be concluded that there

is a very high and positive as well as significant correlation exists between Depression and Anxiety among the teacher educators.

❖ **Correlation between Depression and Stress among Teacher Educators**

The computed value of co-efficient of correlation between perceived Depression and Stress is 0.713 which indicate positive and high correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a very high and positive as well as significant correlation exists between Depression and Stress among the teacher educators.

❖ **Correlation between Anxiety and Stress among Teacher Educators**

The computed value of co-efficient of correlation between perceived Anxiety and Stress is 0.595 which indicate positive correlation. The result is significant at the 0.05 level ( $p=0.000<0.05$ ). Hence it can be concluded that there is a positive as well as significant correlation exists between Anxiety and Stress among the teacher educators.

## 4.4 Discussion

The study was undertaken with 430 teachers of 24 PGS (N) in West Bengal. The study investigated the overall degree of job satisfaction and mental health with respect to different demographic variables. The data were analyzed using statistical methods like –descriptive statistics and inferential statistics to obtain results. The mean values were calculated to judge the job satisfaction of teacher educators with respect to different demographic variables both of male and female teachers; belonging to different age, educational qualification, teaching experience, nature of job, religion, marital status. The critical values (Chi-Square test) were calculated to judge in depression level of teacher educators on the basis of different variables, in anxiety level of teacher educators on the basis of different variables, in Stress level of teacher educators on the basis of different variables. T-test were calculated to judge mean difference of the job satisfaction of teacher educators with respect to four variables like - gender, nature of job, marital status, religion. F-test (ANOVA) were calculated to judge job satisfaction of teacher educators with respect to three variables like - age, educational qualification, teaching experience. And Correlation were calculated to judge the relationship between job satisfaction and mental health among teacher educators.

The existent studies provided job satisfaction of male and female teachers was not significant difference. (Tilak, R. and Lalita, 2013). This study also not significant difference level of anxiety and stress on the basis of gender. But mean, t- values and depression level is significant of job satisfaction among teacher educators with respect their gender.

This study found that Mean and ANOVA value is significant in job satisfaction among teacher educators with respect their age. This study also did not find any significant impact of age in the mental health of teacher educators with respect depression, anxiety and stress level.

The existent studies provided no significant difference in the job satisfaction male and female, married and unmarried teachers and educational qualification (Neelam, 2014). This study also did not find any significant impact of marital status and educational qualification in the job satisfaction and mental health of teacher educators with respect difference level. But mean values of educational qualification is significant and t-values of marital status is significant of job satisfaction among teacher educators.

This study found that Mean value is significant with respect teachers teaching experience. And did not find any significant impact of teaching experience in the mental health of teacher educators with respect, depression anxiety and stress level and ANOVA value in the job satisfaction of teacher educators.

Nature of job is significant with respect mean value and depression level. And also did not find any significant impact of nature of job in the mental health of teacher educators with respect anxiety and stress level and t-value in the job satisfaction of teacher educators.

Religion does not affect the job satisfaction and mental health among teacher educators so differently than any other chance factor.(which was also statistically not significant)

The existent studies provided job satisfaction and different variables expressed correlation and t- values between the means of the highly satisfied and the highly dissatisfied (Jayalakshmi, I. 1976). This study also different variables expressed t-values between means significant and not significant in the job satisfaction of teacher educators.

The existed studies provided that there was significant relationship between mental health and job satisfaction (Das, S.B. and Panda, B.B. 2014). This study also expressed that there was significant relationship between mental health and job satisfaction of teacher educators, rather it can be said that it cannot be attributed any chance factors.

Here in the present study, researcher observed that mental health and job satisfaction are significant on the basis of some different variable and also not significant on the basis of some different variable among teacher educators. And also observed that there was significant relationship between mental health and job satisfaction among teacher educators.

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## **CHAPTER V: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

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# **CHAPTER-V**

## **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

In this chapter the summary of the total work as described in chapter I, II, III and IV has been included. Conclusions drawn on the basis of the results obtained and the recommendations suggested for future studies.

### **5.1 Summary**

The study was conducted primarily focusing on the main objective was to find out the mental health, job satisfaction, happiness of Teacher Educators' in private B.Ed. College at North 24 PGS in West Bengal. This study was undertaken with total participants of 430 teachers of 24 PGS (N) in West Bengal. The study investigated the overall degree of job satisfaction and mental health with respect to different demographic variables both of male and female teachers; belonging to different age, educational qualification, teaching experience, nature of job, religion, marital status and comprises the mental health and job satisfaction among teacher educators. This study also estimated the prevalence rate of Job Satisfaction and mental health among the teacher educators.

In this study was conducted chapter -I has been Introduction, Concept and Relationship of Mental health and Job satisfaction among teacher educators, Chapter -II has been Review of related literature, Statement of the problem, Delimitation of the study, Objective of the study, Hypothesis of the study, Chapter -III has been Method and Procedure of the study, Chapter -IV has been Analysis and Interpretation of Data like -Descriptive Statistics and Inferential Statistics.

The present chapter discusses the major findings of the study, comparison of findings with other studies is significant and implication for further research.

The study also wanted to find out –

- What is the status of Mental Health measured in terms of Depression, Anxiety and Stress of Teacher Educators in West Bengal?
- What is the status of Job Satisfaction of Teacher Educators in West Bengal?
- If there are any certain relation between Mental Health and Job satisfaction among the Teacher Educators in West Bengal?

## 5.2. Conclusion

It was observed in the present study following conclusions were drawn on the basis of the results obtained by statistical analysis of the data.

- I. Job satisfaction of female and male teachers was also statistically significant at  $p < 0.01$  level.
- II. On the basis of age was find out that statistically insignificant factor at  $p < 0.01$  level in job satisfaction among teacher educators.
- III. Differences in educational qualification was found to be an insignificant factor at  $p < 0.01$  level in job satisfaction among teacher educators.
- IV. Differences in teaching experience was found to be an insignificant factor at  $p < 0.01$  level in job satisfaction among teacher educators.
- V. On the basis of nature of job was also statistically significant at  $p < 0.01$  level in job satisfaction among teacher educators.
- VI. On the basis of marital status does not affect the job satisfaction among teacher educators so differently than any other chance factor. (Which was also statistically not significant at  $p > 0.01$  level).
- VII. On the basis of religion does not affect the job satisfaction among teacher educators so differently than any other chance factor. (Which was also statistically not significant at  $p > 0.01$  level).
- VIII. Depression level of teacher educators on the basis of different variables like that –
  - It can be safely concluded that the found difference in level of depression among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.
  - It can be safely concluded that the found difference in level of depression among teacher educators on the basis of their gender is significant.
  - The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.
  - The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of



their teaching experience is not significant and it can be attributed to any chance factors.

- The null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their nature of job is significant and it cannot be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.
- The null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their anxiety is significant and it cannot be attributed to any chance factors.
- The null hypothesis cannot be accepted as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of depression among teacher educators on the basis of their stress is significant and it cannot be attributed to any chance factors.

#### IX. Anxiety level of teacher educators on the basis of different variables like that-

- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their gender is not significant and it can be attributed to any chance factor.
- The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.

- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their teaching experience is not significant and it can be attributed to any chance factors.
- The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their nature of job is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.
- The null hypothesis is rejected as  $p < 0.05$ . Hence, it can be safely concluded that the found difference in level of anxiety among teacher educators on the basis of their stress is significant and it cannot be attributed to any chance factors.

X. Stress level of teacher educators on the basis of different variables.

- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their age is not significant and it can be attributed to any chance factors.
- The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their gender is not significant and it can be attributed to any chance factors.
- The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their educational qualification is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their teaching experience is not significant and it can be attributed to any chance factors.

- The null hypothesis is accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their nature of job is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their marital status is not significant and it can be attributed to any chance factors.
- The null hypothesis can be accepted as  $p > 0.05$ . Hence, it can be safely concluded that the found difference in level of stress among teacher educators on the basis of their religion is not significant and it can be attributed to any chance factors.

**XI. T –test can be safely concluded that-**

- There is significance difference in job satisfaction among teacher educators with respect to their gender.(at 0.05 level)
- There is no significance difference in job satisfaction among teacher educators with respect to their nature of job.(at 0.05 level)
- There is significance difference in job satisfaction among teacher educators with respect to their marital status.(at 0.05 level)
- There is no significance difference in job satisfaction among teacher educators with respect to their religion.(at 0.05 level)

**XII. ANOVA –test can be concluded that-**

- There is significant difference and safely concluded that the null hypothesis can be rejected at 0.05 levels in job satisfaction among teacher educators with respect their age.
- There is not any significant difference and safely concluded that the null hypothesis is accepted at 0.05 levels in job satisfaction among teacher educators with respect their educational qualification.
- There is not any significant difference and safely concluded that the null hypothesis is accepted at 0.05 levels in job satisfaction among teacher educators with respect their teaching experience.

### **XIII.** Correlation can be concluded that-

- There is negative as well as significant correlation exists between Job Satisfaction and Depression among the teacher educators.(at 0.05 level)
- There is a negative as well as significant correlation exists between Job Satisfaction and Anxiety among the teacher educators.(at 0.05 level)
- There is negative and weak as well as significant correlation exists between Job Satisfaction and Stress among the teacher educators. (at 0.05 level)
- There is a very high and positive as well as significant correlation exists between Depression and Anxiety among the teacher educators. (at 0.05 level)
- There is a very high and positive as well as significant correlation exists between Depression and Stress among the teacher educators. (at 0.05 level)
- There is a very high and positive as well as significant correlation exists between Anxiety and Stress among the teacher educators. (at 0.05 level)

## **5.3 Recommendation**

The present study on “**Mental Health Of Teacher Educator’s In Relation To Their Job Satisfaction**” is not an end in itself; rather than it is reveal the scenario of mental health and job satisfaction among the teacher educators’ at North 24 PGS district in West Bengal. Therefore, the future researchers considering various dimensions of different variable may conduct a numerous further studies and further sophisticated tools may be developed to measure the mental health and job satisfaction with the sophisticated multivariate and other significant analyses. The present researcher therefore thinks the present study is a very important one in the present day context.

On the basis of the results obtained and conclusions drawn, the following recommendations were made for future study and practical application in the field of mental health and job satisfaction among teacher educators.

### **5.3.1 Recommendation for future study**

- Similar studies can be planned to analyze the mental health of teacher educators with respect to various other factors.

- Similar studies can be planned to analyze the job satisfaction of teacher educators with respect to various other factors.
- Effect of different types of mental health can be studied according to the teacher educators such as depression, anxiety, stress.
- Future project can be prepared to study and analyze the job satisfaction among teacher educators with respect to different variable.
- Studies also can be planned to analyze the relationship between mental health and job satisfaction.

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## **APPENDIX**

## শিক্ষক সম্পর্কিত তথ্য

প্রতিষ্ঠানের নাম: .....

শিক্ষকের নাম: .....

শিক্ষকের বয়স: .....

শিক্ষাগত যোগ্যতা: .....

বিবাহিত/অবিবাহিত: .....

লিঙ্গ: (পুরুষ/মহিলা/অন্যান্য) .....

ধর্ম: .....

প্রতিষ্ঠানের ধরণ: (সরকারি/সরকারি সাহায্যপ্রাপ্ত/বেসরকারি)

.....

চাকুরির ধরণ: .....

চাকুরির বয়সকাল: .....

## নির্দেশনাঃ

পরবর্তী পাতাগুলিতে চাকুরি সঞ্চিত সংক্রান্ত কিছু বক্তব্য দেওয়া হয়েছে। এই বক্তব্যগুলির মধ্য দিয়ে বোঝানো হয়েছে আপনি যে চাকুরি করেন সেই চাকুরির প্রতি আপনার মনোভাব কিরূপ।

সূচকে প্রদত্ত বক্তব্যগুলির সঙ্গে আপনি সহমত বা অসহমত কিনা তা জানার জন্য অনুগ্রহ করে যত্ন সহকারে প্রতিটি বক্তব্য দেখুন এবং পড়ুন। আপনার সুবিধার জন্য প্রতিটি বক্তব্যের ছয়টি বিকল্প দেওয়া হয়েছে। যেমন – ১) সম্পূর্ণ অসহমত ২) পরিমিতরূপে অসহমত ৩) সামান্য অসহমত ৪) সামান্য সহমত ৫) পরিমিতরূপে সহমত ৬) সম্পূর্ণ সহমত। আপনার যেটি সবচেয়ে পছন্দের বলে মনে হয়, সেই ঘরে টিক চিহ্ন দিন।

উদাহরন- বাস্তবে আমার চাকুরিতে পদোন্নতির সুযোগ খুবই কম।

যদি আপনি বক্তব্যটির সাথে সম্পূর্ণ সহমত হন, তাহলে টিক চিহ্ন দিন সম্পূর্ণ সহমত

লেখা ঘরটিতে।

আপনার মতামতের সম্পূর্ণ গোপনীয়তা বজায় রাখা হবে এবং প্রাপ্ত উপাত্ত(data) শুধুমাত্র গবেষণার কাজেই ব্যবহৃত হবে।



বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
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১) আমি মনে করি আমি যে কাজ করি তার জন্য আমার ন্যায্য বেতন দেওয়া হয়।						
২) বাস্তবে আমার চাকুরিতে পদোন্নতির সুযোগ খুবই কম।						
৩) আমার তত্ত্বাবধায়ক তার কাজে যথেষ্ট নিপুন।						
৪) আমার চাকুরিতে যে সমস্ত সুযোগ সুবিধা পাই তাতে আমি সন্তুষ্ট নই।						
৫) যখন আমি একটা ভালো কাজ করি, আমার প্রাপ্য স্বীকৃতি আমি পাই।						
৬) আমাদের বিভিন্ন নীতি নিয়ম একটা ভালো কাজ করার ক্ষেত্রে জটিলতা সৃষ্টি করে।						
৭) আমি যাদের সঙ্গে কাজ করি তাদেরকে পছন্দ করি।						
৮) আমার কখনো কখনো মনে হয় আমার কাজটা অর্থহীন।						
৯) এই সংস্থার মধ্যে যোগাযোগ ব্যবস্থা যথেষ্ট ভালো মনে হয়।						
১০) আমার চাকুরিতে উন্নতির সম্ভাবনা খুবই কম।						
১১) যারা চাকুরিতে ভালো পারদর্শিতা দর্শায়, তাদের পদোন্নতির সম্ভাবনা উত্তম।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
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১২) আমার তত্ত্বাবধায়ক আমার প্রতি বিরূপ।						
১৩) বেশির ভাগ প্রতিষ্ঠানের মতোই আমরাও ভালো সুযোগ সুবিধা পাই।						
১৪) আমার মনে হয় না, যে কাজটি আমি করি, সেটি প্রশংসনীয়।						
১৫) সরকারি আদব কায়দার দরুন একটি ভালো কাজ করার জন্য আমার প্রচেষ্টা কদাচিৎ বাধাপ্রাপ্ত হয়।						
১৬) যাদের সংঙ্গে আমি কাজ করি তাদের অপারদর্শিতার জন্য আমার কর্মক্ষেত্রে আমাকে কঠোর পরিশ্রম করতে হয়।						
১৭) আমার কর্মক্ষেত্রে যে কাজ আমি করি তা করতে আমি পছন্দ করি।						
১৮) এই সংস্থার লক্ষ্য আমার কাছে স্পষ্ট নই।						
১৯) আমার সংস্থা আমাকে যে বেতন দেয় সে নিয়ে যখন চিন্তা করি তখন সংস্থাটি সম্পর্কে অপ্রশংসনীয় মনে করি।						
২০) অন্যান্য জায়গার মতন মানুষরাও এখানেও দ্রুত উন্নতি করে।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
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২১) আমার তত্ত্বাবধায়ক তার অধঃস্তনদের অনুভূতির প্রতি খুবই কম আগ্রহ প্রকাশ করেন।						
২২) আমাদের সুযোগ সুবিধার সম্ভার সমন্বিত।						
২৩) এখানে যারা কাজ করে তাদের জন্য সামান্য পুরস্কারের ব্যবস্থা আছে।						
২৪) কর্মক্ষেত্রে আমাকে প্রচুর কাজ করতে হয়।						
২৫) আমি আমার সহকর্মীদের পছন্দ করি।						
২৬) আমার প্রায়শই মনে হয় যে সংস্থার ভিতরে কি চলছে তা আমি জানতে পারছি না।						
২৭) আমার চাকরির জন্য আমি গর্বিত অনুভব করি।						
২৮) আমার বেতন বৃদ্ধির সম্ভবনা নিয়ে আমি সন্তুষ্ট।						
২৯) অনেক প্রাপ্য সুযোগ সুবিধা আমরা পায় না।						
৩০) আমি আমার তত্ত্বাবধায়ককে পছন্দ করি।						

বক্তব্য

সম্পূর্ণ পরিমিতরূপে সামান্য পরিমিতরূপে সম্পূর্ণ  
অসহমত অসহমত অসহমত সহমত সহমত সহমত  
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৩১) আমাকে প্রচুর খাতায় কলমে কাজ করতে হয়।						
৩২) আমার মনে হয় না, আমার প্রচেষ্টা সেইভাবে পুরষ্কিত হয়েছে যে ভাবে তা হওয়া উচিত ছিল।						
৩৩) আমার পদোন্নতির সম্ভাবনা নিয়ে আমি সন্তুষ্ট।						
৩৪) আমার কর্মক্ষেত্রে অত্যাধিক পরিমাণে কলহ এবং গণ্ডগোল হয়।						
৩৫) আমার চাকরি উপভোগ্য।						
৩৬) কর্মপ্রকল্পগুলির সুস্পষ্ট ভাবে ব্যাখ্যা হয়নি।						

## DASS 21 Bangla version

### ডাস-২১ বাংলা ভার্সন (DASS-21 B V)

নাম:

তারিখ:

অনুগ্রহ করে নিচের প্রতিটি বিবৃতি পড়ুন এবং ০, ১, ২ অথবা ৩ এর মধ্যে গত সপ্তাহ ব্যাপী আপনার জন্য প্রযোজ্য যে কোন একটি সংখ্যায় গোল চিহ্ন দিন। এখানে কোন সঠিক বা ভুল উত্তর নেই। কোন বিবৃতির জন্য বেশী সময় ব্যয় করবেন না।

মানদণ্ডটি ( রেটিং স্কেল) নিম্নরূপ:

- ০ আমার জন্য একেবারেই প্রযোজ্য নয়
- ১ আমার জন্য অল্পমাত্রায় বা কখনো কখনো প্রযোজ্য
- ২ আমার জন্য বেশ কিছুমাত্রায় বা বেশখানিকটা সময়ের জন্য প্রযোজ্য
- ৩ আমার জন্য খুব বেশী বা বেশীরভাগ সময়ের জন্য প্রযোজ্য

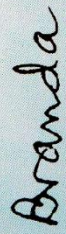

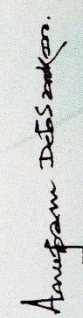
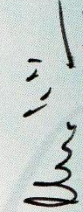

১. কোন উৎকর্ষা বা উত্তেজনামূলক কাজের পর আরামদায়ক অবস্থায় ফিরে আসা আমার জন্য কঠিন ছিল।	০	১	২	৩
২. আমি বুঝতে পারতাম যে আমার গলা শুকিয়ে আসছে।	০	১	২	৩
৩. ইতিবাচক কোন অনুভূতিই আমার মধ্যে কাজ করত না।	০	১	২	৩
৪. আমার শ্বাসকষ্টের অনুভূতি হত ( যেমন অতিদ্রুত শ্বাসপ্রশ্বাস, শারীরিক পরিশ্রম ছাড়াই নিঃশ্বাস বন্ধ হয়ে আসা)	০	১	২	৩
৫. নিজে উদ্যোগী হয়ে কোন কাজ শুরু করা আমার জন্য কঠিন হত।	০	১	২	৩
৬. আমার মধ্যে বিভিন্ন পরিস্থিতিতে অতিরিক্ত প্রতিক্রিয়া করার প্রবণতা ছিল।	০	১	২	৩
৭. আমার শরীর কাঁপার অভিজ্ঞতা হয়েছিল ( যেমন হাত কাঁপা)।	০	১	২	৩
৮. আমার মনে হতো যে আমি খুব বেশী স্নায়ু চাপে ভুগছি।	০	১	২	৩
৯. আমি এমন পরিস্থিতি সম্পর্কে দুশ্চিন্তাগ্রস্ত ছিলাম যেখানে আমি তীব্রভাবে আতঙ্কিত হতে পারি এবং এমন কোন কাজ করতে পারি যাতে অন্যরা আমাকে বোকা মনে করবে।	০	১	২	৩
১০. আমার মনে হচ্ছিল, ভবিষ্যতে আমার ভালো কিছুই আশা নাই।	০	১	২	৩
১১. আমি অনুভব করতাম যে আমি খুব অস্থির হয়ে যাচ্ছি।	০	১	২	৩
১২. আরাম বোধ করা আমার জন্য কঠিন হত।	০	১	২	৩
১৩. আমি মনমরা এবং বিষণ্ণ অনুভব করতাম।	০	১	২	৩
১৪. আমার কাজে বাধা হয় এমন যে কোন জিনিসই আমার কাছে অসহ্য লাগত।	০	১	২	৩
১৫. আমার মনে হত এই বুঝি আমি হঠাৎ তীব্রভাবে আতঙ্কিত হচ্ছি।	০	১	২	৩
১৬. কোন কিছুতেই আমি বেশী আগ্রহী হতে পারতাম না।	০	১	২	৩
১৭. আমি অনুভব করতাম ব্যক্তি হিসেবে আমার বিশেষ কোন মূল্য নেই।	০	১	২	৩
১৮. আমি অনুভব করতাম আমি একটুতেই মনে ব্যাথা পাই।	০	১	২	৩
১৯. শারীরিক পরিশ্রম না করলেও আমি হৃদপিণ্ডের কাজ করা বুঝতে পারতাম (যেমন: হৃদস্পন্দন বৃদ্ধির অনুভূতি বা বুক ধড়ফড় করা, হৃদপিণ্ডের স্পন্দনে ব্যাঘাত)।	০	১	২	৩
২০. যথাযথ কারণ ছাড়াই আমি ভীত-সন্ত্রস্ত বোধ করতাম।	০	১	২	৩
২১. জীবনটা অর্থহীন বলে মনে হত।	০	১	২	৩



**2 - Days International Seminar on  
Peace, Well-being & Education: A Pedagogical Discourse**

Organised by  
Department of Education, Jadavpur University  
in collaboration with  
Department of Education, Bhatker College, Dantan & National Service Scheme, Jadavpur University  
Date: 28<sup>th</sup> & 29<sup>th</sup> December, 2018  
Venue: Jadavpur University

This is to certify that Sri/Smt./Dr. Sima Adhikari  
of Jadavpur University  
participated and presented the paper entitled "A Study on mental Health of Teacher Educators in Relation to their Gender and Educational Qualification".  
in the 2-Days International Seminar on 'Peace, Well-being & Education: A Pedagogical Discourse',  
organised by the Department of Education, Jadavpur University, in collaboration with Bhatker College,  
Dantan, Pachim Medinipur and National Service Scheme, Jadavpur University, on 28<sup>th</sup> and 29<sup>th</sup> December,  
2018, at Jadavpur University Main Campus.

 (Prof. Bisnupada Nanda) Head, Department of Education Jadavpur University	 (Dr. Pabitra Kumar Mishra) Principal Bhatker College	 Anupam Debsarkar (Dr. Anupam Debsarkar) Secretary, N.S.S. Jadavpur University	 (Dr. Lalitav Mohakud) Jt. Coordinator ISPWEPD, 2018	 (Smt. Ananya Mukhopadhyay) Jt. Coordinator ISPWEPD, 2018
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