1.1 INTRODUCTION:

Quantitative improvement to educational provision has been considered as fundamental goal and launching of ‘Universal primary education’ in developing countries including India is indicative of such drive. Now time has been come to take up quality education as a major focus. The teachers organises the most important resources in educational system, yet condition of teachers are rarely taken into account. For national growth and change the govt. must concentrate its efforts and value teachers who work in learning situation. To ensure high quality efficient teacher it is necessary to look into the underlying motivational factors and some important personal qualities like – qualifications, interest, job satisfaction and good mental health which are certain very important characteristics of the teacher, which affect his teaching and effectiveness. Job satisfaction has been recognised as a significant factor in motivation and professional development. It is of primary significance for any successful teaching learning process.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job (Locke, 1976); an affective reaction to one’s job (Cranny, Smith & Stone, 1992), and an attitude towards one’s job (Brief, 1998). Weiss (2002) has argued that job satisfaction is an attitude but points out that researches should clearly distinguish the objectives of cognitive evaluation which are emotion, beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs and our behaviours. Job satisfaction describes how competent an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance, methods of including job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style, culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs.
Questions were related to rate of pay, work responsibilities, variety of tasks, promotional opportunities of the work itself and co-workers.

Teacher’s job satisfaction is closely related with their mental health. The problem of promoting mental health, in the educational context, in a developing country like India, occupies high priority on the agenda for human development. In particular, attaining the goal of mental health for all by AD 2000 is critically related to planning and implementing educational programmes. Also, pursuing education and attaining its goods requires achieving an optimally minimum level of health for the learners and instructors. Any disturbance or disruption in this process is likely to create risks and health hazards. At the same time the educational process itself may have implications for the health status of teachers, students and the community. In other words, there is a reciprocal relationship between the health status of the broader community and that in the educational content.

Since the institutions processes of education are embedded within the broader social, economic and cultural systems, a comprehensive treatment of the issues of mental health in the educational setting cannot be under take in isolation from the broader societal context. The present concept of teaching is ‘no child left behind’ policy. Therefore the teachers have to stay in the school campus for a longer duration and needs their involvement more. This major life changes causes a depressive episode. It is likely that staying in the institution for a prolonged period and more involvement may affect their job satisfaction and thereby may affect their mental health. There are many factors that contribute job satisfaction. Of these, mental health may be the most important. Whether one believes that they have control over their world has a significant impact on how the mental health in their life affects them.

1.2 CONCEPTUAL FRAMEWORK:
1.2.1 Job Satisfaction:
Since the seminal work of R. H. Hoppock in 1935 entitled ‘Job satisfaction’ there has been an abundance of research on the study of job satisfaction. Hoppock defined job satisfaction as an “individual’s affective reaction to a job or its many
facets”. In most of the work in which people are employed, an involvement of the individual with the work environment and its facets exists. The job involvement may produce satisfaction or dissatisfaction, competent or inferior feelings, productivity or lack of it, tenure or turnover (DePierro, M.L., 2003).

Newstrom (1986) defines job satisfaction “as a set of favourable or unfavourable feelings with which employees view their work.” According to Brayfield and Rothe (1951), job satisfaction refers to the individual’s attitude (feeling) toward his work. Spector (1956) defined job satisfaction as “how people feel about their jobs and different aspects of their jobs.” According to Hugh (1983), job satisfaction is “the amount of overall positive effects (of feelings) that individuals have towards their jobs”. Trabue (1993) viewed that the real reward of the true teacher lies in the deep satisfaction, he feels in watching students grow in their understanding of themselves and of their world, in seeing them develop self reliance, initiative and sense of responsibility. Sorenson (1991), in this context presented that a special reward, which a teacher receives, is the satisfaction - the feeling of self respect. Singer (1978) stated that if a teacher suffers from unresolved personal conflict, then inevitably his pedagogical relationships are distorted. He might become to his pupils a figure of ‘doom at any rate’ to the extent that the child’s learning process and his whole attendance to a subject and to the school is disturbed. Sempane et. al. (2002) stated that job satisfaction relates to an individual’s perceptions and evaluations of the job and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals, therefore, evaluate their jobs on the basis of factors, which they regard as being important to them. Job satisfaction is the extent to which an individual is satisfied and the extent to which an individual perceives that satisfaction as stemming from his total job situation.

Lowman (1984) pointed out that awards are a common method of giving public recognition but they are too scarce to everyone who deserves them. Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. Sharma et. al. (2006) viewed that attracting and retaining high quality teachers is a primary necessity as well as a
challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. Locke et. al. (2002) found that job satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction can be viewed as an employee’s observation of how well their work presents those things which are important to them. Adeyinka et. al. (2007) found that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. Young (2005) stated that organizational climate and teachers’ involvement in curriculum reform are the direct factors to affect teachers’ job satisfaction, which is the important intermediate variable to influence on teachers’ professional commitment, autonomy and burnout. It is also concluded that organizational climate improves teachers’ professional commitment. What’s more, involving in curriculum reform not only facilitates teachers’ autonomy but also declines teachers’ burnout.

Kovack (1977) expressed that job satisfaction is a component of organizational commitment. Without commitment, substantive change becomes problematic situation. Hence, job satisfaction appears to be one aspect of commitment. Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviours as traditions, absenteeism and turnover. Kumar et. al. (2008) found that 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. So job satisfaction is an important component for teacher effectiveness. For the betterment of society and development of a nation, it is necessary to see all round development of its children which is an outcome of the work of effective teachers. So we have to increase their job satisfaction so that their effectiveness can add glory of the future. Usha et. al. (2007) viewed that job satisfaction of a teacher is also important as the ultimate desire of any person is the most favourable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more.
Job satisfaction contains both intrinsic and extrinsic factors. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth, and personal growth (Davis & Wilson, 2000). Job satisfaction might also originate from the success in working with students, interactions with colleagues, and the success of daily activities in the classroom (Perie & Baker, 1997). Job satisfaction for teachers occurs when they are satisfied with the success they have in the areas of their individual responsibility, challenging work, and opportunities for achievement and advancement (Johnson & Johnson, 1999).

Extrinsic factors affecting job satisfaction include salary, fringe benefits, school safety, level of building-level support, and job security. Research indicates extrinsic factors do not significantly affect the level of job satisfaction of teachers (Baughman, 1996; Johnson & Johnson, 1999; Perie & Baker, 1997). Perie & Baker (1997) found few individuals enter the teaching profession because of the amount of potential salary, benefits, or prestige. That does not mean these extrinsic factors are inconsequential to job satisfaction. If salary or fringe benefits are considered sub-standard or unfair, job dissatisfaction might occur. Extrinsic factors might affect teacher morale, teacher productivity, or job satisfaction (Johnson & Johnson, 1999).

In another study focusing on the relationship of special education teacher job satisfaction and implementation of P.L. 94-142 (Boeck, 1979), no significant relationship was discovered between the two factors. However, as district size increased, job satisfaction decreased for the872 teacher respondents. When teachers are motivated and have a high degree of job satisfaction, students do better in school, become motivated, and, as a result, teachers become motivated by their students’ success and the positive cycle continues (Czubaj, 1996). It is clear that when teachers are provided with what they need to remain inspired and enthusiastic, with a sense of optimism for teaching, both students and teachers are the beneficiaries (Lumsden, 1998). Billingsley (1993) reported the strongest influence on job satisfaction was principal support followed by role-related concerns. Teachers who have supportive principals find their work more rewarding.
(Rosenholtz, 1989), experience greater job satisfaction (Chapman & Hutcheson, 1982), and experience less job stress and burnout (Zabel & Zabel, 1982). Due to problems currently experienced by teachers at main stream schools, such as work pressure and minimal support and restructuring of the education system, their job satisfaction has reached an all-time low according to De Beer, Mentz & Van der Walt (2007) and Peltzer, Shisana, Zuma, Van Wyk & Zungu-Dirway (2009). International trends suggest that first-year special education teachers are more likely to leave the service than main stream teachers (Gehrke & McCoy, 2007). Studies indicate that low job satisfaction in teacher can be attributed to an excessive workload because of curriculum changes, unreasonable demands and lack of support systems (Castro et al., 2010; Howard & Johnson, 2004; Kirk & Wall, 2009). Because there is a lack of sufficient and specific data or literature regarding special schools, one can argue that the relatively low satisfaction of teachers in mainstream education could be generalised to teachers in special education (Castro et al., 2010). De Beer et al. (2007) and George et al. (2008) argue that job satisfaction within education is influenced by factors such as the person’s own experience, his or her demographic circumstances and personality, as well as physical, psycho-social, emotional and economic factors. Several factors have been identified by Billingsley (2004), and Stempien and Loeb (2002) as indicators of the lack of job satisfaction amongst special school teachers with special reference to their working conditions (overcrowded classrooms, the lack of electricity and inadequate sanitation — or the lack thereof). These factors are age, reward, physical resources and the level of stress experienced. Billingsley (2004) argues that teachers’ salaries play an important role in their job satisfaction and that teachers earning a higher salary would rather commit to their jobs than those earning lower salaries. Kalleberg (1977) identifies the reward of a job and its concomitant value as the most important predictors of job satisfaction, when job satisfaction is seen as the employee’s general orientation towards the different job roles he or she represents. This contradiction of ideas surrounding job satisfaction might come to play an important role when one ascertains the level of job satisfaction amongst special needs teachers.
In a study Voris (2011) investigated the relationship between the efficiency of the special education teachers and their job satisfaction regarding the training they had in the earlier years of their job, found no significant difference between special education teachers who have completed alternative certification programs and their traditionally certified counterparts in terms of their degree of self-efficacy and they are satisfied with their jobs. Ari & Sipal (2009) Studied on factors affecting job satisfaction of Turkish special education professionals, found lack of audio-visual teaching aids, ineffective assessment, extra tasks, the low income and the huge amount of paperwork as a significant predictors of turnover. Luckner & Hanks (2003) Studied on job satisfaction: perceptions of a national sample of teachers of students who are deaf or hard of hearing revealed that teachers are generally satisfied and that the level of satisfaction regarding the relationship between fellows is high and paperwork, state assessment tests, and lack of family involvement were identified as the least satisfying aspects. De Pierro & May (2003) Studied on special education administrators: Job satisfaction, workload and turnover explored that participants are satisfied with their jobs, they thought that they are over loaded with tasks and duties unrelated to special education. Strydom, Nortjé, Beukes, Esterhuysen, & Westhuizen (2012) studied on Job satisfaction amongst teachers at special needs schools. The results indicated that the teachers experienced an average level of job satisfaction which differs between races, but not between genders. Abushaira (2012) studied on Job Satisfaction among Special Education Teachers in Jordan. Results revealed moderate level of job satisfaction among the participants and no differences were found among the respondents’ level of job satisfaction in respect to gender. However, significant differences were found in the respondents’ level of job satisfaction due to age favouring younger teachers.

Hakiem, Ab. (2009). Studied on job satisfaction among public education teachers And special education teacher comparative study, found that the level of job satisfaction is generally low among the public education teachers and teachers who teach the mental retardation students. Alabd Aljabar, Abdulaziz. (2004) Studied on job satisfaction for special education teachers and public education. The results of the study generally indicated that the level of satisfaction among the two
groups was around mean with some statistically significant differences in job dissatisfaction among the public education teachers. Stempien, and Loeb (2002) Studied on differences in Job Satisfaction between General Education and Special Education Teachers: Implications for Retention. Noticed teachers of students in special education programs were found to be the most dissatisfied. Specific stresses and frustrations, both from within and from outside the classroom, were found to be associated with the dissatisfaction. The difficulties were particularly common in younger, less experienced special education teachers.

1.2.2 Mental Health:

Mental Health is more than a mere absence of mental disorders. It refers to a state of mind which is characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Bhagi & Sharma, 1992). It is the adjustment of the individual to himself and the world at large (Bernard, 1961). It implies a satisfactory relationship to one’s self and to one’s environment (Rogers, 1957). As defined in World Health Organization (1948) mental health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. World Health Organization (2004) defined that mental health is a state of well being in which the individual realizes his or her own abilities and can cope with the normal stresses of life that can work productively and fruitfully and is able to make a contribution to his or her community.

Mosbys Dental Dictionary (2004) stated mental health is a relative state of mind in which a person who is healthy is able to cope with and adjust to the recurrent stresses of everyday living in an acceptable way whereas Nesse et. al. (2005) viewed that mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. As is mentioned in American Heritage Dictionary (2006) that mental health is a state of emotional and psychological well being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. Atkinson (2006) also viewed that
mental health is a term used to describe either a level of cognitive or emotional well being or an absence of a mental health. Singh and Singh (2006) found that though the subjects are normal in general, but a substantial proportion is at risk of developing psychological stress generated problems that may affect their mental health.

As is described in Dictionary of Cancer (2007), mental health is a person’s overall psychological and emotional condition. Good mental health is a state of well being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges and have good relationship with others. Kumar (1992) viewed that mental health is an index that shows the extent to which the person has been able to meet his environmental, social, emotional or physical demands. According to Commonwealth Department of Health and Aged Care (2000) mental health in the population requires a long term approach involving multiple sectors of the community for example, having supportive and loving parents, a sense of belonging at school and protection from bullying and other forms of discrimination. Taylor et. al. (1988) stated that mental health is a sense of personal control level is related to feelings of well being and happiness. Sharma (1995) observed that psychological strain was related to recent life experiences, which in turn influenced the status of mental health. Mental health is the ability to take the stress of life in an acceptable way (Encyclopaedia of Educational Research, 1969; Singh and Singh, 2006). Begley (1982) believed the sources of frustration found among the community mental health workers and Special Education Administrators were: (i) feelings of inadequacy due to poor training and supervision; (ii) lack of feedback concerning one’s responsibilities; (iii) paperwork; and (iv) role conflicts, poorly defined job objectives, sudden changes in rules and regulations and the need to consider and respond to political and organizational issues.

Meadow (1981) surveyed teachers and other professionals working with students who are deaf or hard of hearing in Pennsylvania and Washington, DC, using the Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996). She reported that teachers of students who are deaf or hard of hearing scored
significantly higher than teachers of hearing students on the scale reflecting “Emotional Exhaustion.” She attributed the results to the fact that the “well known and often-cited slowness of growth in educational achievement in deaf students can discourage their teachers and lead to the frustration and self-doubt that may well be reflected in high rates of burnout or emotional exhaustion” (p. 16). In the same study, Meadow also reported that 80% of her Sample indicated that they were to some extent satisfied with their job.

J. L. Johnson (1983) examined the job stress of teachers of students who are deaf or hard of hearing. Her sample represented a mix of preschool, elementary, and secondary teachers from residential, day, and special schools in urban, suburban, and rural settings. She reported that 27% rated teaching as very stressful or extremely stressful, 45% perceived teaching to be moderately stressful, and 27% perceived teaching as not stressful or only mildly stressful.


Resource room teachers (Faas, 1984b; Fimian, Pierson, & McHardy, 1986; Olson & Matuskey, 1982), teachers of retarded children (Beck & Gargiulo, 1983; Faas, 1984b; Weiskopf, 1980) and emotionally disturbed students (Creekmore, 1981; Faas, 1984b; Lawrenson & McKinnon, 1982) and full—time special education teachers (Fimian, 1983; Fimian & Santoro, 1983) experience stress as a result of several factors. The common stressors documented in special education literature are heavy workload, dealing with students with disabilities, especially those with behaviour concerns, completion of tasks and paperwork in a timely manner, and the perceived lack of student success (Stempien & Loeb, 2002). The result is lowered confidence by teachers and increased frustration (Kyriacou & Sutcliffe, 1978).
It has been hypothesized that, compared to regular educators, special education teachers are subject to additional emotional stress due to the nature of their jobs and the problems associated with exceptional children (Weiskopf, 1980). DeShong (1981) referred to mounting data on stress indicating that the special educator is particularly vulnerable to stress and its accompanying complications. She suggested two reasons why special educators experience damaging stress. First, careers in special education possess characteristics known to create potentially highly stressful conditions, and second, preparation has not included learning to produce good, healthy emotions, while functioning in an unpredictable, sometimes difficult, and always changing environment.

It is generally believed that special education teachers experience higher levels of stress than regular class teachers. However, an investigation, of stress as a result of compliance with the mandates of P.L. 94-142 (Education for all handicapped children act in the United States) among special education teachers, resource room teachers, and regular classroom teachers revealed that special education teachers experienced less stress due to this mandate than did the other two groups of teachers (Bensky, Shaw, Gouse, Bates, Dixon, & Beane, 1980). Two predictors of stress unclear role expectations and discrepancy between teachers' perception of role versus others' expectations of the teacher's role were reported. The job related stressors reported by each of the three groups were rank ordered. The most stressful components reported by special education classroom teachers were (a) pupil load, (b) teaching, (c) job related work afterhours, (d) interaction with parents, and (e) parent conferences. Resource room teachers reported (a) diagnosis and assessment, (b) pupil load, (c) teaching, (d) evaluation by supervisor, and (e) job related work after hours as the most stressful job related factors. The regular education teachers' highest ranked stressors consisted of (a) diagnosis and assessment, (b) inter-action with parents regarding placement decisions, (c) job related work after hours, (d) parent conference, and (e) teaching. Tompkins (1980) conducted a study in one region of Texas in an effort to: (a) measure anxiety levels, (b) identify stress factors among teachers, and (c) determine whether stress levels or factors varied between regular and special educators. Results showed no significant differences between the anxiety scores of the two groups of teachers.
1.2.3 Job satisfaction and Mental Health:

Goel (2011) studied on Teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health. She found that teacher effectiveness of teachers having high mental health was more as compared to teachers having low mental health. She also reported that teacher effectiveness, job satisfaction, personality dimensions and mental health were found positively correlated and job satisfaction and mental health was found positively correlated. Jadhav (2012) studied on Job satisfaction and mental health of secondary school couple teachers. He revealed no significant difference in the job satisfaction and mental health of couple teachers but a positive and significant correlation exists between job satisfaction and mental health. Sen (2008) in her study found significant differences in Job Stress and Job Satisfaction of teachers and managers, teachers experience low job Satisfaction and they face job stress. Ahadi, (2009) has conducted a study on mental health and job satisfaction among high school principals and teachers, Iran, found Global job satisfaction & its 5 components have negative correlations with the 9 mental disorders, the multiple correlation coefficient of the 5 job satisfaction facets & the 9 mental disorders are significantly correlated.

Mohammadi, (2013) reported significant negative correlation between satisfaction with pay and mental health among teachers. Galgotra (2013) found that job satisfaction has an effect on the mental health of the teachers and also reported no difference in mental health in respect to gender. Brackett et.al. (2010) noticed emotion-regulation ability was associated positively with positive effect, principal support, job satisfaction, and one component of burnout, personal accomplishment among British secondary-school teachers. Parsa et.al. (2013) investigated on relationship between job stress and job satisfaction and responsiveness of high schools teachers, found a significant and positive relationship between responsiveness and job satisfaction and a significant and positive relationship between job satisfaction and job stress.

Platsidou (2010) studied on Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction. The researcher
concluded that Greek teachers reported fairly high scores in the specific factors and the overall EI. Perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction. Researchers in special education have found that job dissatisfaction and teacher stress are correlated with each other and with special educator attrition (Billingsley & Cross, 1992; Culver, Wolfle, & Cross, 1990; Platt & Olson, 1990; Singh & Billingsley, 1996).

McNeill and Jordan (1993) surveyed 31 teachers of students who are deaf or hard of hearing using an oral approach to teaching and compared them with 93 teachers of students who are deaf or hard of hearing who used a Total Communication approach to teaching to assess these teachers’ stress and job satisfaction. Results indicated that the two groups did not differ significantly in their overall responses. In addition, neither group reported high stress on the two survey instruments used. According to Ainscow and Tweddle (1988, 1989), Friedman (1995), and Blandford (1999, 2000), teachers’ job dissatisfaction, burnout, and locus of control can affect their performance and ultimately the performance of children with SEN, which directly affects their social, affective, and cognitive development and ultimately their academic achievement. According to Eripek (2001) and Ataman (2001), major sources of stress for special school principals and teachers that contribute to burnout, job satisfaction, and lack of external and internal locus of control are workload; low salaries; lack of self-esteem; lack of in service training opportunities; lack of access to new information; and time pressure, which is perceived as the most stressful aspect of work. As reported by Akcamete et al. (2001), emotional, mental, and physical reactions of special school principals and teachers in Turkey and their work pressure contribute to major stress, which leads to burnout, job dissatisfaction, and lack of locus of control. Blandford and Grundy (2000) and Sari (2000a) maintain that poor working conditions; staff relationships; poorly organized school management and administration; low self-esteem; relationships with parents; and pressure from administration and school environments such as business people, parents, and local administrators; and criticism from a wider community also directly or indirectly affect burnout, job dissatisfaction, and locus of control.
A study of 200 regular and special education teachers from four midwestern states also revealed no significant differences in the stress levels of teachers in the two groups (Hudson & Meagher, 1983). In a study of 524 Indiana teachers (262 in special education and 262 in regular education) Creekmore (1981) found no significant differences between teachers of students classified as emotionally disturbed, regular classroom teachers, and elementary and secondary teachers. Stempien and Loeb (2002) point out the strong correlation between job stress and a lack of job satisfaction. This correlation consequently contributes to a situation in which special school teachers, with high levels of emotional exhaustion, depersonalisation and burn-out, leave the profession. Increasingly, the lack of special school teachers creates problems which can result in inadequate educational experiences for the learners, lower levels of achievement by learners, and insufficient competence of graduates in the workplace, if the issue is not addressed according to Billingsley (2004). Fimian and Blanton (1986) found stress and low job satisfaction were a primary motivating factor for teachers who abandoned their careers. The connection of job satisfaction and stress associated with the special education teachers’ decision to leave. Shreeve et al., (1988) and Singer (1993) found less experienced special education teachers were more apt to leave their positions due to low job satisfaction brought about by the stressors of the field of special education. Kilgore and Griffin (1998) reported special education teachers described themselves as insufficiently prepared, frustrated, and exhausted. Rosenberg, O’Shea, and O’Shea (1998) also found stress and pressure greater in less-experienced special education teachers. Ascertaining the reasons for decreased job satisfaction and high levels of stress are critical if a sufficient amount of special education teachers are to be retained in the workforce (Stempien & Loeb, 2002).

Nichols and Sonsnowsky (2002) found special education teachers are more vulnerable to stress or professional burnout than human service providers. Zabel and Zabel (2002) indicate special education teachers are deeply involved with people, in this case students, in the same way as nurses, physicians, and police officers. A special education teacher’s sense of accomplishment is diminished by emotional exhaustion and depersonalization (Nichols & Sonsnowsky, 2002). Embich (2001) found that four main problems beyond personal control of the
special education teacher are the major contributors to burnout and job dissatisfaction. These factors are: conflicting roles between general and special education teachers, role ambiguity, additional paperwork, other special education specific responsibilities, and lack of administrative support (Piotrowski & Plash, 2006). Gersten et al. (2001) stated that special education teachers believe they are hired to teach children with disabilities, but end up spending a majority of their day completing paperwork and attending meetings. In addition, special education teachers felt —their influence and power in the class had been weakened over the years by changes in the demographic characteristics of the student body (Cothran & Ennis, 1997). A study using 152 pairs of special and regular class teachers in Iowa (Hammer, 1970) did not reveal a significant difference between the two groups in stress by age, sex, marital status, or level of preparation. Nevertheless, special education teachers were found to have held more different teaching positions, to spend less time in their current position; and to tend to have regular class experience. Regular classroom teachers, on the other hand, had little special education class exposure. Hammer reported that the special class teachers tended to be less satisfied with all job factors than were the regular class teachers.

1.3 EMERGENCE OF THE PROBLEM:

For any successful teaching learning process job satisfaction of the teachers are of primary importance. Being a complex phenomenon it involves various personal, institutional and social aspects. If the teachers attain adequate job satisfaction they will be in a position to fulfill not only the educational objectives and motivational goals but also the functioning as frontier social worker. In some recent study it was established that teachers are motivated more by intrinsic reward like self respect, responsibility and a sense of accomplishment, than by extrinsic rewards like salary and other financial benefits (Johnson, 1979; Maehr et.al, 1990; Peire & Baker, 1997; Gordon S. Black Corporation, 1999). Pastor (1982) after conducting a survey on teachers perceive need and their job satisfaction, including that high internal motivation, work satisfaction and high quality performance depending on three critical psychological states experience meaningfulness, responsibility for outcomes and knowledge of results. Survey report of Gordon S. Black Corporation (1999) also announced recognition for excellence as one of the
top drivers of satisfaction among teachers. Background variables such as age, sex, years of experience were found to be related to teachers’ job satisfaction but not nearly as significant as work conditions. Job satisfaction among teachers by subsectors (primary, secondary etc) was also considered because of likely variation in management, administration, location etc. Private school teachers tend to be more satisfied than secondary school teachers (NCES, 1997). Mc Laughlin & Talbert (2001) and Punyakaew (1998) failed to found any significant influence of age, sex, experience, qualifications, location of schools and type of management on the status of job satisfaction of secondary school teachers. It was found that higher level of job satisfaction was found generally among female teachers. Meher et.al. (1990), Curlis (2003) observed that the teachers are not happy with the salaries, stress levels & work load. Similar results were also found by Morrli (1969) who studied on secondary school teachers in Dhaka City. In Dhaka city Islam & Chowdhury (2004) studied on correlates of job satisfaction in school teachers. Their results indicate that both gender and institutional type are significant factors influencing job satisfaction of school teachers. Female teachers and primary school teachers were more satisfied than their respective counterparts. Regarding job dissatisfaction of school teachers they noticed that low salary; excessive number of students in the classroom and more pressure for clerical work are the major causes. The tendency of the students to get involved in criminal activity was the best important factor for male teachers while that for female teachers was less preparation time.

Dixit (1993) aimed to analyses the effect of sex on different factors intrinsic (Physical and Psychological) and extrinsic (salary etc. benefits) of job satisfaction among primary teachers. Das & Panda (1995) aimed at finding out the job satisfaction of college and higher secondary teachers in terms of their sex and experience. Reddy and Babu (1995) analyzed the level of job satisfaction of male and female teachers of residential and non residential schools. Jyothi and Reddy (1998) attempted to study the professional satisfaction of teachers working in the school of hearing impaired in Andhra Pradesh. Ushashree (1993) identified major sources of stress among primary and secondary schools of Andhra Pradesh, examined the extent of stress and burn out, intensity of their reactions to stress,
INTRODUCTION


The present investigator after a detailed search and cordial discussion with her research supervisor formulated her present research title “A STUDY ON JOB SATISFACTION AND MENTAL HEALTH OF MAINSTREAM TEACHERS AND SPECIAL TEACHERS” for an in depth study to investigate how much job satisfaction differs with different types of variables, if any correlation exists between teacher’s job satisfaction and mental health and if mental health and other variables can predict job satisfaction.

1.4 OBJECTIVES OF THE STUDY:
The objectives of this study were:
1. To study the job satisfaction pattern based on gender, location of school, types of teacher and mental health level of school teachers.
2. To study the influence of gender on teachers job satisfaction.
3. To study the influence of location of school (rural, sub urban and urban) on teachers’ job satisfaction.
4. To study the difference in types of teacher (mainstream, visually impaired, hearing impaired and mentally retarded school teachers) with regards to their job satisfaction.
5. To study the influence of mental health level (low, moderate, high) on teachers’ job satisfaction.
6. To study the difference between gender, and location of school with respect to their job satisfaction.
7. To study the difference between gender and types of teacher with regards to their job satisfaction.
8. To study the difference between gender and mental health with respect to their job satisfaction.
9. To study the difference between location of school and types of teachers with respect to their job satisfaction.
10. To study the difference between location of school and mental health of teachers with respect to their job satisfaction.
11. To study the difference between types of teacher and mental health with respect to their job satisfaction.
12. To study the interaction effect among gender, location of school and types of teacher with regards to their job satisfaction.
13. To study the interaction effect among gender, location of school and mental health with respect to their job satisfaction.
14. To study the interaction effect among gender, types of teacher and mental health with respect to their job satisfaction.
15. To study the interaction effect among location of school, types of teacher and mental health with regards to their job satisfaction.
16. To study the interaction effect among gender, location of school, types of teacher and mental health with regards to their job satisfaction.
17. To identify the relationship between mental health and job satisfaction of mainstream teachers and special teachers.
18. To account how much mental health, gender, types of teacher, and location of school predicts Job Satisfaction of teachers.

1.5 SIGNIFICANCE OF THE STUDY:

i. The study has explored the satisfaction level of special teachers and mainstream teachers in their teaching job.

ii. This study further explored the mental health level of mainstream teachers and special teachers.

iii. It is expected that policy makers and administrators will take steps to increase the teachers’ job satisfaction and favorable mental health.
iv. The study will help the policy planners and administrators to realize the importance of teachers’ job satisfaction and mental health.

1.6 HYPOTHESES OF THE STUDY:
The Hypotheses of this study were:

\( H_{01} \): There would be no significant difference between male and female school teachers in their job satisfaction.

\( H_{02} \): There would be no significant difference in relation to location of school with regards to their job satisfaction.

\( H_{03} \): There would be no significant difference in types of teacher with regards to their job satisfaction.

\( H_{04} \): There would be no significant difference in mental health with regards to job satisfaction of school teachers.

\( H_{05} \): There would be no significant difference between gender, and location of school with respect to job satisfaction of school teachers.

\( H_{06} \): There would be no significant difference between gender, and types of teacher with regards to job satisfaction of school teachers.

\( H_{07} \): There would be no significant difference between gender, and mental health with regards to job satisfaction of school teachers.

\( H_{08} \): There would be no significant difference between location of school, and types of teacher with respect to job satisfaction of school teachers.

\( H_{09} \): There would be no significant difference between location of school, and mental health in respect to job satisfaction of school teachers.

\( H_{10} \): There would be no significant difference between types of teacher, and mental health with respect to job satisfaction of school teachers.

\( H_{11} \): There would be no significant interaction among gender, location of school, types of teacher with regards to job satisfaction of school teachers.

\( H_{12} \): There would be no significant interaction among gender, location of school, mental health with regards to job satisfaction of school teachers.

\( H_{13} \): There would be no significant interaction among gender, types of teacher, mental health with regards to job satisfaction of school teachers.

\( H_{14} \): There would be no significant interaction among location of school, types of teacher, mental health with regards to job satisfaction of school teachers.
**INTRODUCTION**

**H0\textsubscript{15}:** There would be no significant interaction among gender, location of school, types of teacher, mental health with regards to job satisfaction of school teachers.

**H0\textsubscript{16}:** There would be no significant relationship between mental health & job satisfaction of mainstream teachers and special teachers.

**H0\textsubscript{17}:** There would be no significant impact of mental health, gender, types of teacher and location of school (prediction variable) on job satisfaction (criterion variable).

**1.7 DELIMITATIONS OF THE STUDY:**

Due to constraint of time and other factors the present investigator is delimiting her study as follows:

i. The investigator remains satisfied only in taking 600 samples.

ii. For collection of relevant data she used two standardised tests only.

iii. The researcher had satisfied by collecting data from the West Bengal state only.

iv. There are so many psychological variables, but here only two of them have taken to conduct the present study.

v. The present study was limited only to its design and conclusion drawn would be confined only to the population, defined in this study.

**1.8 OPERATIONAL DEFINITIONS OF THE TERMS USED**

The key terms used in the study were operationally defined as under

**1.8.1 Job Satisfaction:**

Hoppock (1935) said that “Job satisfaction is a combination of psychological, physiological and environmental circumstances that causes a person to say I am satisfy with my job.” Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspect and rapport with students etc. (Meera Dixit, 1993).
1.8.2 Mental Health:

World Health Organization (2004) viewed that mental health is a state of well being in which the individual realizes his or her own abilities and can cope with the normal stresses of life that can work productively and fruitfully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social well being and not merely the absence of disease or uniformity. Mental health is an index which shows the extent to which the person has been able to meet his environmental demands –social, emotional or physical (Pramod Kumar, 1992).

1.8.3 Mainstream School (Secondary School):

Mainstream school or ‘Secondary school’ is a term that is used to describe an educational institution where the final stage of schooling, known as secondary education, takes place; attendance is usually compulsory up to a specified age. Secondary education follows elementary or primary education, and may be followed by university or tertiary education.

1.8.4 Special School:

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. Students attending special schools generally do not attend any classes in mainstream schools. Special schools provide individualised education, addressing specific needs. Student to teacher ratios are kept low, often 6:1 or lower depending upon the needs of the children. Special schools will also have other facilities for children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are necessary for treating students with certain conditions.[7]

1.8.5 Teacher:

Teachers can be seen as educators, tutors, instructors, coaches and trainers, according to the thesaurus function of Word. Van den Aardweg and Van den Aardweg (1988:225) state that a teacher “is one who voluntarily elects to follow a
profession which seeks to help youth to become equipped for life, to realise their potential and to assist them on their way to self actualisation and to ultimate adulthood”. In the context of this study, ‘teacher’ refers to someone who provides curricular knowledge, skills, attitudes and values to learners at school.

1.8.6 Mainstream School Teachers:

The term school teachers used in the present study is refers to the teachers working in mainstream school which are government aided and sponsored secondary / higher secondary schools. These schools are affiliated to West Bengal Board of Secondary Education / West Bengal Council of Higher Secondary Education.

1.8.7 Special School Teachers:

The teachers working in the special schools are sponsored by Directorate of Mass Education, Government of West Bengal. The teachers those who were teaching the children with special needs are called as Special School Teachers.

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