INTRODUCTION

Education is the key to improve the living standards of people and a potential instrument of development in almost every field of a country. It is extremely essential for accelerating the pace of development of the country by nurturing all its available human resources. Every human being is a positive asset and a precious national resource, which needs to be cherished, nourished and cultivated with tenderness and care coupled with dynamism. Unprecedented progress made by developed nations in scientific and technological developments can be attributed to the importance accorded to education by them. Swami Vivekananda has said "I see it before my eyes; a nation is advanced in proportion as education and intelligence spread among masses". Emphasizing the importance of education Kothari Commission (1964-66) also stressed that education is the only instrument that can be used to bring about a change towards the social and economic betterment of India. It further stressed that in a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. UNESCO Commission on education (1972) declared that "education is a lifelong process and its purpose is to establish a learning society". It is the process of instruction aimed at all round development of boys and girls. It dispels ignorance and is the only wealth that cannot be robbed. The importance of education is basically for two reasons. The first is that the training of a human mind is not complete without education. Education makes man a thinker; it tells him how to think rationally and how to take decisions. The second reason for the importance of education is that through education

man is enabled to receive information from external world, to acquaint him with the past history and receive all necessary information regarding present. Without education man is as if he is in a closed room and with education he finds himself in a room with all its windows open towards the outside world. It is important not only for ensuring that you make a great career, but also for inculcating accepted values and principles in your life. Respect for elders and love for younger ones, knowing about your country and your life, knowing about mysterious world of science and math is all possible only if education is a reality in your life. It is only education that lays the ground for human beings to behave in civilized manner with fellow human being that differentiates human beings from animals. It is the education and only education that will pave the way for a better future for mankind. That is why Article 26 of the Universal Declaration of Human Rights proclaimed by the general assembly of the U.N.O. in 1948 in its opening paragraph stated, "Everyone has the right to education". Article 45 of the Indian constitution states that "the State will endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education to all children until they reach the age of 14 years". In order to fulfill the constitutional obligation to provide free and compulsory education government of India through its 93rd Amendment Bill (1997) has made education a Fundamental Right. In our country education is just like a highway to achieve its long cherished goals, a panacea to overcome its problems and a crucial input in its development. The strength of a country lies in transforming its people into a productive and useful resource, rather than leaving them to continue to be a liability. International Commission on Education for the Twenty First Century (1993-96)

headed by Jacques Delors also emphasized that education is a basic human right and a universal human value. It further says that learning and education are ends in themselves, to be aimed at by both individuals and societies, and to be promoted and made available over the entire lifetime of each individual. Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be. The National Policy on Education (1986) asserts education to be a unique investment in terms of its return. Highlighting the importance of education Dr. A.P.J. Abdul Kalam has rightly said that "if the majority of the people become enlightened citizens they will spread righteousness in right earnest; if they do I am very confident that we will have a developed nation before 2020".

India has one of the largest systems of education ranging from early childhood education to higher education. Adult education intended to eradicate illiteracy mainly in the 15-35 years age group, non-formal education intended to supplement the efforts of universalisation of elementary education and vocational education envisaged to diversify education at the plus 2 and the plus 3 stages are also its components. Education at school level comprises pre-primary, primary, secondary and higher secondary levels. School education component is the largest in terms of its numbers in the hierarchy of education.

The contribution of higher education to manpower development and through it to the national development in India is an established fact. There is an awakening in the policy makers and planners that education at school level is also crucial for the country's development. The importance of education at this stage is well justified from the point of

view of the equity it promotes, the higher rates of returns it has, the role it plays in increasing agricultural productivity and the effects it has in decreasing fertility and thus slowing population growth. On other ground also education at school level merits significance. It leads to better family health. School education perpetuates the benefits from one generation to next generation. School education has become a major agenda in the development of all nations. The argument to promote school education stems from many concerns. It has been observed that the world is moving towards democratic societies. All democratic societies drive towards developing a literate society, since literacy is an essential basic skill to improve access to information in a world dominated by print media and a necessary condition to promote meaningful participation in any democratic process. School education not only implies for imparting formal learning but also implies to develop in the child desirable habits, values, behaviour and patterns of character, knowledge, social attitudes, understanding, interest and dynamic personality. The renowned educationist K.G. Saiyedain has remarked on school education that it touches life at every point and it has to do more with the formation of a national ideology and character than any other single activity- social, political or educational.

1.1 Sanctity of Teachers

In a pluralistic and developing society like India equity and quality of education are two important concerns particularly in a globalized world. The maintenance of quality education at school level without the support of a good teacher is a misnomer and that is the reason that in the long history of its traditions in India, teachers have always been

much revered. Teacher is a telescope through which people can see the distant tomorrows of the students. He is the moderator between the past and future. The teacher makes the students aware of the limitations and values of the past. A competent and caring teacher can defeat time by speaking the right words and by communicating a right idea to the students in the classroom. The Education Commission (1964-66) reposed a great deal of confidence in teachers when it said that "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of works in which they can be fully effective". Recognizing the importance of teachers The NPE (1986) has also said that "the status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers". Jacques Delor's Commission (1996) characteristically suggests "the role of the teacher as an agent of change, promoting understanding and tolerance has never been more obvious than today. It is likely to become even more critical in the twenty first century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudices to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where a high technology is the privilege of the few to a technologically united world places enormous responsibilities on the teachers who participate in moulding of the minds and characters of the new generation".

A.P.J. Abdul Kalam and Y.S. Rajan rightly observed, "If you are a teacher in whatever capacity, you have a very special role to play, because more than anybody else you are shaping generation". The entire structure of education is unsteady if the teacher is weak and ineffective. In the field of education or in a specific teaching-learning situation, he is the ultimate agent, who dispenses knowledge, frames the time schedule, selects reading material, plays the role of subject specialist and helps pupils to overcome their difficulties and personal problems. He influences his pupils by what he says, and even more by what he does. A teacher is the single most important factor in the success of pupils and thereby the entire society. Teachers still provide valuable and unique professional service to the nation by guiding students in the development of high ideals and true appreciation of the freedom and responsibilities of any citizenship and by assisting them to develop the skill of clear and critical thinking. Teachers contribute significantly to the character of the adults who will determine the future of the nation. In the words of Ryan (1960) if a competent teacher can be obtained, the likelihood of attaining desirable educational outcome is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings, text books and although curricula may be appropriately adapted to community requirements, if the teacher is misfit or indifferent to his/her responsibilities, the whole programme is likely to be ineffective and largely wasted. Rightly it has been said:

"A teacher affects eternity, he can never tell where his influence stops" **(Henry Adams)**

A good teacher who is skillful in developing understanding of the world in which man lives, able to stimulate intellectual appetites, and capable of patience, understanding and sincere feelings for others may pave the way for an enlightened and productive society. Poor teaching vice-versa would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation.

The teacher is responsible for the transmission of the technical components of the skills to students enabling them to fulfill their adult roles in works and other aspects of life. He must also seek to secure that his students develop the capacity for the inter-personal behaviour appropriate to their future roles. Thus, it can be said that there is no substitute for a good teacher. The teacher leaves an indelible impression upon their students. Naturally, a good teacher assumes the role of nurturing, gardening, building scholarship, and dynamism.

1.2 Role of the Teacher in 21st Century

Teachers are expected to play the role of agents of social change and modernization. In a country like India, conservatism, superstitions, exploitations, poverty, inequality and many others maladies have been continuing for centuries. Teachers are expected to change this disorganized social order. They have to take up the role of reformer in our society, developing modern values and attitude in students and masses, work for the building up of an egalitarian, secular and socialist society. The

teacher of future is expected to organize curricula, innovate educational ideas, practices and systems, write T.V. and Radio programmes, be a resource person in the propagation of ever expanding knowledge, and motivate learners in many creative and unconventional ways. At the same time he will have to communicate effectively, organize learning and be a democratic group leader. Authors like Reimer and Illich have pointed out several weaknesses of existing school systems and pronounced the 'death of the school' and have gone to the extent of advocating 'de-schooling society'. They have advocated a radical change in education; consequently, the teacher's role will have to undergo a lot of change. The Indian society is fast changing. Several processes of change are underway to modernize and change the nature and working of our institutions. Educationists and social planners are now thinking seriously on the shape of society and education in future India. The future society in India will be different from the present society in many respects. The role of the teacher will have to be shaped in the light of changing demands on the schools.

1.3 Purpose of the Study

The Secondary Education Commission (1952-53) pointed out that "Every teacher and educationist of experience knows that even the best curriculum, and most perfect syllabus remains dead unless quickened in life by the right method of teaching and right kind of teachers" therefore a teacher qualifying for the teaching post, no doubt should be academically competent but he should also have other attributes such as good

character and conduct, sound teaching aptitude, accountability, sympathy, love for children, high level of job satisfaction, sound mental health and be free from occupational stress. **Job satisfaction** is about liking your jobs and finding fulfillment in what you do. It combines an individual feelings and emotions about his profession and how his job affects his personal life. Job satisfaction can lead to behavior that can have either positive or negative effect on organizational functioning. Job satisfaction is a function of set of variables such as intelligence, social status, personality characteristics, occupational commitment, organizational climate etc. but it seems that educational qualification, mental health and occupational stress are also very important affecting variables for job satisfaction of teachers. **Mental health** generally implies optimal development of human abilities, optimal growth towards emotional maturity with freedom from neurotic tensions and inhabitations. It also indicates optimal ability to maintain relationship with individuals and group in accordance with existing cultural pattern. A healthy personality is a developmental achievement. The healthy individual is confident and efficient in problem solving, constructively productive, realistic in self appraisal and goal setting and able to accept and give esteem and love in interpersonal relations and happily committed to significant personal and social goals. Teacher mental health plays an important role in teaching learning process. If the teacher is not in sound mental health, he can do incalculable harm to nation in terms of poor guidance to students. He cannot do justice with his job. His poor mental health will not only

adversely affect his personality but will produce maladjustment in children put under his charge. Mental health is affected by high level of work pressure, workload, conflicting expectations, impractical innovation, unacceptable pupil behavior, unsupportive working environment, unsatisfactory workplace, interpersonal and inter group relationship, bad school management, unacceptable or bullying senior leader behavior and lack of support from management. **Occupational Stress** is defined as an imbalance between the pressure or demands placed upon an individual and their coping resources. In the present era of fast paced and competitive society no one in whatever profession he may be can keep at bay from stress. Teaching is regarded as a very stressful profession. Increasing consciousness for education due to increasing competition among students for achieving their goals added more pressure and stress on teachers. **Educational qualification** means overall academic performance of the individuals in their respective examinations throughout the academic career i.e. high school, intermediate, graduation and post graduation.   Some studies in India and abroad have been conducted on job satisfaction with different variables. Saveri (2009) conducted a study on relationship between job satisfaction and life satisfaction among B.T. assistant teachers and found that there is a positive relationship between job satisfaction and life satisfaction. Chamundeswari, S. and Vasanthi, S. (2009) investigated the job satisfaction and occupational commitment among teachers and came to the conclusion that there is a significant difference between job satisfaction and occupational commitment.

Muchhal (2010) studied accountability in primary school teachers in relation to their job satisfaction and came to the conclusion that there is a positive correlation between job satisfaction and teacher's accountability. Educational qualification is considered as one of important variable to affect job satisfaction of the teachers. Shah (1991); examined the determinants of teacher's effectiveness by using the variables of aptitude, job motivation, attitude, job satisfaction etc and found positive correlation in job satisfaction, and educational qualification. Mustapha (2011) studied the relationship between the level of education, teaching experience and job satisfaction among vocational and technical teacher educators of Kano State of Nigeria and found that there is a significant relationship between the level of educational attainment and job satisfaction. Suryanarayana and Goteti (2010) designed a study to know teaching competency and teacher job satisfaction among secondary school teachers and concluded that the teaching competency variable was related with the teacher's job satisfaction. Whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories as also differ significantly. Ghafoor (2012); Gupta (2013); Singh (2013); also supported the above results. But Ghosh (2014); was of the view that undergraduate teachers are more satisfied with their job than the graduate teachers. While Thaker (1996); Goswami (1998) Mondal (2014); Murage (2014) found that educational qualification does not affect job satisfaction of the teachers.

The studies on job satisfaction and mental health revealed that there is a positive and significant relationship between job satisfaction and mental health of the teacher. Jeba (2005) conducted a study on the gender and group difference in teaching competency and mental health status of students and the relationship between teacher's competency and mental health status of student teachers. The study revealed that the mental health and teaching competency were correlated. Nagai et al. (2007) studied poor mental health associated with job dissatisfaction among school teachers in Japan. Poor mental health of Japanese school teachers was found to be associated with job dissatisfaction. Ahadi, B.(2009) examined the relationship between mental health and job satisfaction among high school principals and teachers in Iran. Results indicated that global job satisfaction and its 5 components have negative correlations with the 9 mental disorders at $p<0.01$ level of significance. Only 8 correlation coefficients out of 108 did not reach statistical significance at $p<0.05$ level. The multiple correlation coefficients of the 5 job satisfaction facets and the nine mental disorders have a range from 0.17-0.38 for teachers and from 0.34-0.45 for principals. All these multiple correlation coefficients were significant at $p<0.01$.

Basu (2009) examined the mental health of college teachers and influence of gender and marital status on their mental health. Analysis revealed that while male teachers exhibit significantly better mental health than their female counterparts, marital status has no significant effect on the mental health of the college teachers.

Male college teachers exhibit significantly better mental health as compared to their female colleagues. Dewan et al. (2009) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand. Results revealed that gender produces significant effects on mental health. Mistry (2010); Pandhi (2010); Shakiba (2012); Nandoliya (2013); Zhang (2014) etc. also have found positive correlation between mental health and job satisfaction of the teachers. As far as studies on occupational stress and job satisfaction is concerned, there are few studies which suggest that occupational stress plays an important role in job satisfaction of the teachers as well as in other profession. Fimian (1986) revealed that a number of variables like role problems, loss of control, isolation, dissatisfaction with the rate of pay, role of overload role of ambiguity and lack of administrative support are associated with teachers stress and reduce accountability of teachers towards their profession. Smilanski (1984), examined elementary school teachers work satisfaction and reports of job related stress and found that teachers general satisfaction and stress at work were related mostly to their reported feelings about happened within class, such as relation with pupils, the process of teaching, workload and pupil behavior in school. Capel (1992), examined the causes of stress and burn out in middle, upper high school and college teachers in England. Role conflict, locus of control, stability of personality and anxiety were found to be potential source of stress and burn out. Findings of chaplain (1995), Borg, Riding and Faizon (1991), Griffith, Steptoe and Cropely (1999), Dick and

Wagner, (2001), De Nobile and McCormick, (2005), Smith and Bourke (2002), were also very interesting on job satisfaction and occupational stress.

1.4 Rationale of the Study

There appears to be general agreement on the fact that educational attainment of the children depends to a large extent on the quality of the teacher. Teacher is the backbone of the society. He actively shares the responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideals and practices. He is always concerned with individuals who are the potential leaders of tomorrow. Tomorrow's nation will depend upon the type of citizen trained and educated today in the temples of learning. Humayun Kabir said so well "teachers are literally the arbiters of a nation's destiny". Among the group of teachers the roles of primary and secondary schools' teachers are very important. They are like potters moulding the habits and behaviour of a child according to needs and aspirations of the society. The National Council of Teacher Education (NCTE) document of 1998 stressed that teachers are the torchbearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. Only enlightened and emancipated teachers lead communities and nations in their march towards better and higher quality of life. Kothari Commission (1964-66) pointed out that the essence of a programme of teacher education is quality and in its absence, the

teacher education becomes not only a financial waste but a source of overall deterioration in educational standards.

Hence we must be very careful at the time of selection of teachers and should select those individuals who adopt this profession as their best choice, taking it as a challenge and not as a last resort after getting defeated in other fields of life. They must be acquainted with all the essential qualities of teachers, such as high level of job satisfaction, mental health and be free from occupational stress, besides personal qualities, like grooming personality, psychological information concerning child growth and development, good physical and mental health, intelligence, creativity, open mindedness, subject knowledge, emotional stability etc.

If a teacher has all these qualities, he will teach with interest, take pains and make efforts. It will be his utmost effort to see that his students not only make progress in academic field but also in other aspects of life. Such a teacher will not only to be popular among his students and their parents but will greatly influence the personality of his students. Naturally, a teacher with high level of job satisfaction, educational qualification mental health and occupational accountability is expected to do justice to his noble profession of teaching.

But today's teachers are somewhat different. Every year our government spends crores and crores of rupees to raise the quality of primary school teaching by improving

basic physical facilities in the schools, enhancing criteria of selection of primary school teachers, providing those latest methods and techniques of teaching in pre-service and in-service training programme to make them proficient to face modern challenges of teaching confidently. Contrary to it, result is that as much as government is spending on primary education its quality is deteriorating day by day. Teachers produced from teacher education institutions have been looked at with suspicion in respect to their job satisfaction, and the present school environment can be produced in the verification of this suspicion. Today's schools have failed to provide a wholesome atmosphere essential for teaching learning process. There is a feeling of uneasiness in the minds of both teachers and taught, as we notice the ever increasing unrest among the students community due to influence of politics and other influences, not only of our country but perhaps of the whole world. Having their roots, very often, in undefined feelings of frustration, these are bursting forth today in various forms of indiscipline, discarding of old values and even in violence, endangering lives and properties. Students prefer to sit at tea stalls and going to cinema halls instead of attending the classes. Teachers come in the classroom for making his salary justified. Neither teachers nor students are bothered about teaching and learning process. Teachers' responsibility is limited only to delivering occasional lectures and in majority of cases dictating notes. The role of teacher has been confined to the transfer of knowledge from books to students' notebooks without touching their minds. They are very poor in respect to quality of their competency,

subject knowledge, preparedness, will power and vision. The reason for this weakness is that they have come in the teaching profession as a last resort after getting defeated in other glamorous professions. It is extremely difficult for such teachers who are not satisfied with his job to deliver their best. This leads to frustration and stress to students. If job satisfaction is such an important factor then a study of it will be useful and of great educational value for primary school teachers and to all others concerted with teaching profession.

Research on teacher education in India has so far been concentrated mainly on issues and problems regarding management, curriculum, guidance and teaching indiscipline etc. There have been hardly any effort to study the sociological and psychological problems of teachers, therefore there is an urgent need to examine and solve certain basic issues regarding teacher community with special reference to job satisfaction of primary school teachers in relation to their educational qualification, mental health and occupational stress. A review of researches conducted in this particular area has been revealed that job satisfaction is affected by a number of variables such as socio-economic status, sex differences, personality characteristics, social acceptance, educational qualification, attitude towards job, job motivation, organizational climate, working conditions, chance of promotion, behavior of management etc. But educational qualification, mental health and occupational stress are considered as some of the most significant variables to affect the job satisfaction of

primary school teachers. In this study an attempt has been made by the researcher to examine the job satisfaction of primary school teachers in relation to their educational qualification, mental health and occupational stress.

1.5 Statement of the Problem

The title of the present investigation is **"A Study of Job Satisfaction among Primary School Teachers in relation to their Educational Qualification, Mental Health and Occupational Stress"**. This Study will be conducted addressing following research questions.

- What will be the impact of educational qualification on job satisfaction of primary school teachers?

- What will be the impact of mental health on job satisfaction of primary school teachers?

- What will be the impact of occupational stress on job satisfaction of primary school teachers?

- Is there any gender difference on the measure of job satisfaction?

For a better cognizance of the phenomena the investigator seeks to explain the conceptual aspects of the problem as follows.

1.6 Job Satisfaction: Concept and Definition

Despite its vide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final definition on what satisfaction represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered. Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analysed that are as follows.

Hoppock (1935), defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job. According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.

Vroom (1964) in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying.

One of the most often cited definitions on job satisfaction is the one given by Spector according to whom job satisfaction has to do with the way how people feel

about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation.

Davis, et al (1985) Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the work place.

Kaliski (2007), Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment.

Statt (2004), Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation

Armstrong (2006), the term job satisfactions refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction.

George ET. Al (2008), Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay.

Job satisfaction is a complex and multifaceted concept which can mean different things to different people.

Mullins, (2005) Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or Qualitative.

1.7 Mental Health: Concept and Definition

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. However when

he finds himself trapped in a situation he does not have matching coping strategies to deal with it effectively, he gets himself strained. This mental strain is generally reflected in symptoms like anxiety, tension, restlessness or hopelessness among others. If it felt for too long and too extensively by the person, these symptoms may take a definite form (or get syndromised), representing a given illness. Mental health, therefore, should not be confused with mental illness; it is a study of pre-illness mental condition of the person.

Schneiders (1964), Mental health, as such, represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in the person.

Waltin, J. E. W. (1951) Mental health concerns with the development of 'wholesome' balanced personality, one who does not comfort himself like a series of compartmentalized selves- honest on Sunday, dishonest on Monday, generous today, ribbed tomorrow, reasonable and logical at times, at other times confused and inconsistent.

Hadfield, J.A. (1952), "Mental health is full and harmonious functioning of the whole personality".

Leukan, P.B. (1949), " Mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizen and fulfilling such basic

responsibilities is still empowered with sufficient strength to serve the cause of the society in any way".

Menninger, K.A. (1967) "Let us define mental health as the adjustment of the human being to the world and each other with a maximum of effectiveness and happiness. It is the ability to maintain even temper, an alert intelligence, socially considerate behavior and a happy disposition".

Cutts and Moslay (1941), "Mental health is the ability which helps us to seek adjustment in the difficult situation of our life".

The first two definitions given by Waltin and Hadfield consider mental health as the means and measure for the development as well as functioning of a wholesome well balanced and integrated personality. Considering this mental health is a wider scope than physical health. It concerns with all round development of personality of the individual and not merely with the development of one's physical or bodily aspects. Moreover it aims at balanced personality. The remaining three definitions suggested by Lewkan, Menninger and Cutts and Moslay consider mental health as the state of one's peace of mind, happiness and harmony brought out by one's level of adjustment with his self and the environment. Such a person is capable of successfully steering himself away from difficult situations involving stress without losing his balance or breaking or exhausting himself.

It can be concluded on the basis of definitions presented above that the mentally healthy person is in conscious control of his life. He is capable of directing his behavior and being incharge of his own destiny. A healthy person knows who and what he is. Such person is aware of his strength and weaknesses, virtues and vices and in general is tolerant and does not pretend to be something he is not. Psychologically healthy person does not live in past. His orientation is towards future goals but he is aware of and alive to his ongoing existence. He does not long for quiet and stability but for challenge and excitement in life, for new goals and new experiences.

1.8 Occupational Stress: Concept and Definition

Tollenback et al. (1983), introduced a conceptual model of teacher stress which builds upon the one proposed by Kyriacou and Sutcliffe (1978). They incorporated neighbourhood characteristics in this model as they believe that "the social context of the school influences the frequency of stressors within it". This model was verified partially by latter studies. (Brenner and Bartell, 1984; Brenner et al.1985)

Kyriacou (1989) redefined teacher stress in simple terms. It is the experience by the teachers of unpleasant, negative emotions such as tension, anxiety, frustration, anger and depression, resulting from aspects of work as teachers. He proposed that perception of stress occurs in two main stages. In stage one, job demands are perceived by the teacher as difficult or impossible to meet satisfactorily; and in stage two when the teacher fails to

meet his/her demands satisfactorily; and thus perceives a threat to his or her self-esteem or general wellbeing.

Dunham (1992) defines stress as a precise of behavioural, emotional, mental and physical reactions caused by prolonged increasing or new pressure that are significantly greater than the availability of "coping" strategies. He advocates that three main approaches can be used to understand the nature of stress in teaching.

The first one is analogous to the "engineering" model of stress. There are external pressures exerted on teachers in schools. Teachers have limits to stress. Stress can be tolerated up to a point, but when it becomes intolerable, damage may occur in terms of a set of psychological and physiological symptoms. In this approach stress is a set of causes.

The second approach is based on the "physiological" model, which focuses on the forms taken y teachers 'reaction to this pressure. They may be emotional and bodily manifestation such as headache, muscle pain and gastro-intestinal disease.

The third one is the international approach that emphasizes the importance of identifying the demands that teachers perceive and experience as stressful, and the behavior that they adopt to cope with these demands.

The concept of teacher stress was mainly defined by cause and effect approach before the 1990s. Dunham (1992) has done a good job in proposing a third emphasis on coping strategies that teachers can adopt to tackle stress problems. The rational of this approach is that, in order to understand stress, more attention should be given to problem-

solving and coping behavior. He effectively used the interactionist model as the basis of in-service training in stress reduction skills. Thus, the researcher believes that this third approach by Dunham (1992) is more appropriate for this research purpose.

1.9 Educational Qualification: Concept and Definition

In the present study educational qualification is considered as overall academic achievement of individual teacher in terms of attainment of degrees throughout the academic career i.e. high school, intermediate, graduation and post graduation with teaching certificates etc.

1.10 Primary School Teacher: Concept and Definition

In the present study, the term Primary school teacher has been used to denote those individuals who are teaching in primary schools either in government or private set up.

1.11 Objectives of the Study

The present study has been planned with the following objectives.

1. To investigate the significance of difference between high educational qualification and low educational qualification on the measure of job satisfaction of primary school teachers.

2. To explore the significance of difference between high mental health and low mental health primary school teachers in relation to their job satisfaction.

3. To find out the significance of difference between high occupational stress and low occupational stress primary school teachers in relation to their job satisfaction.

4. To determine the significance of difference between male and female primary school teachers on the measure of job satisfaction.

1.12 Hypotheses of the Study

1. There is no significant difference between highly qualified and low qualified primary school teachers on the measure of their job satisfaction.

2. There is no significant difference between high mental health and low mental health primary school teachers on the measure of their job satisfaction.

3. There is no significant difference between high occupational stress and low occupational stress primary school teachers on the measure of their job satisfaction.

4. There is no significant gender difference between male and female primary school teachers on the measure of job satisfaction.