



MENTAL HEALTH AND JOB SATISFACTION OF TEACHER EDUCATORS: AN EMPIRICAL STUDY

Education

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ABSTRACT

The principle of education and teaching quality is truly depends over teacher, curriculum and educational environment (Ministry of Education, 2013). Therefore, to uplift the quality of education and teaching it is very important to focus on teachers and teacher educators as an essential element of educational process. The present study was designed to explore the level of the mental health and job satisfaction of teacher educators and also to see the relationship between teacher educators' mental health and job satisfaction. The sample of the present investigation comprised 100 teacher educators drawn through proportionate random sampling from 18 colleges of education of Jammu province. The data were collected through 'Scale for Mental Health of Teacher Educators' constructed and standardised by S.P. Anand and 'Scale for Job Satisfaction of Teacher Educators' constructed and standardised by Y.Mudgil, I.S.Mubar and P.Bhatia. Statistical measures of mean, S.D., C.R., and Pearson's product moment correlation were employed to analyse the raw scores so obtained and draw inferences. Findings of the study revealed that fifty seven and forty three of the teacher educators showed high and low level of mental health. Similarly, sixty percent of the teacher educators possessed average and below average level of job satisfaction. Unmarried teacher educators have significantly higher level of mental health and job satisfaction. No significant differences have been found in the mental health and job satisfaction of teacher educators on the basis of teaching experience and stream (science and arts). Positive and significant relationship was found between mental health and job satisfaction of teacher educators.

KEYWORDS

Mental Health, Job Satisfaction and Teacher Educators

INTRODUCTION

Teachers are the builders of our nation. The future of our nation and the quality of any educational institution mainly depends on the teachers. Teaching is the most challenging and multifarious profession in our society, and also an important job. It refers to activities that are designed and performed to produce changes in learner's behaviour. It is both an art as well as science. A person designating 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 analysed. So teaching is not an innate talent but can be nurtured by the teacher training institute. The principle of education and teaching quality is truly depends over teacher, curriculum and educational environment (Ministry of Education, 2013). Therefore, to uplift the quality of education and teaching it is very important to focus on teachers and teacher educators as an essential element of educational process. Because, they are expected to educate the powerful, aware and responsible school teachers and these expectations are only lived up when the Ministry of Education pay attention to the needs of teacher educators as they have a set of beliefs, needs and experiences which form their job expectations (Boz, 2010) and pave the way for their professional growth. The excellence of teachers in school system goes a long way in shaping the quality of school education. For educating the quality of school education, development of the quality of teacher education is the most significant aspect the school has to first speak.

Teacher educators are responsible for preparing future teachers. Teacher educators can contribute much to the development of quality amongst the teachers by performing relevant curriculum with modern techniques of teaching. But for this, they need to be mentally healthy and job satisfied. Hence to improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital position that mentally healthy teacher educators are given due place for the noble task of preparing future teachers. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But teacher educators can play this role effectively only if they have sound mental health towards teaching profession and have high degree of job satisfaction.

Mental Health

Good health depends on the state of mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good health is of supreme importance. Health Education Authority (1997) described mental health as the emotional and spiritual resilience, which enable as to survive pain, disappointment and sadness. Kumar (1992) stated that mental health is an index that

shows the extent to which the person has been able to meet his environmental demands social, emotional or physical. Surgeon General's report (1999) stated that mental health is the springboard of thinking and communication skills, learning, emotional growth, resilience and self-esteem. As described by 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) 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 can work productively and fruit fully 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 infirmity. As is mentioned in Encyclopedia of Educational Research (1969) mental health has to do with being able to love, to work, to play, have to peace of mind, to be happy, to be secure and to be able to manage stress. As is written in World Health Report (2001) mental health is affected by mental illness and mental illness are caused by and interaction of social, genetic, and infectious factors.

Job Satisfaction

Job satisfaction is one of the main concepts in administrative psychology which is researched from different dimensions (psychology, sociology, management and educational science) by different researchers around the world at the beginning of twentieth century up to now (Hongying, 2007). There are different perspectives about definition of job satisfaction but there is no universal agreement on this issue among researchers, although in general; job satisfaction is a set of positive feelings and beliefs that an individual has about his current job. In other words, job satisfaction is the state of being happy and satisfied from what an employee is doing and the enthusiasm he is showing to follow his profession (Ramayah et al., 2001). Mathis and Jackson (2003, cited in Hung, 2012) have defined job satisfaction "as a pleasurable emotional state resulting from the appraisal of one's job" (p.1437). Job satisfaction is not a new concept in administrative psychology, because the history of research on job satisfaction is linked with the Hoppock's classic study in 1935 (Bolin, 2007). The study conducted by him, was among employees of a small factory called New Hope located in Pennsylvania in the USA. Two main questions of this research were: are the employees of New Hope happy with their job, and does any particular job bring more happiness to employees. According to Hoppock, Job satisfaction is a complicated and multidimensional concept which is related to psychological, physiological and social factors. Thus, just one factor does not cause job satisfaction, whereas, it is a specified combination of various factors that an employee feels satisfied about his profession and enjoys doing it (Scott et al. 2005).

While talking about job satisfaction, as a concept which consists of various dimensions, this has to be cleared which dimension of the job does make the employee to have job satisfaction. One of the most important classifications of job satisfaction aspects has been done by Smith, Kendall and Hulin in 1969. According to this classification the aspects of job satisfaction are job itself, supervision, promotion, relation with colleagues and salary (Scott et al. 2005). The above mentioned aspects are defined as follow: Job itself- is the level of difficulty or simplicity of the job, as well as, whether the job itself is tiresome or interesting to the employee. Does the society view the job significant or not and does the employee have the autonomy in what he does, So finally job itself involved all the aspects of the job, the chances and responsibilities. Supervision- is about the capabilities of the supervisor in order to show his or her interest toward his/her subordinates needs and also supports them. Promotion- is the situation that an employee can access to the opportunities for professional advancement and growth. Colleagues- refer to that state where an employee shares the level of friendship, support and qualification with the other members of an organization. Salary- is the amount of money, which is paid to the employee according to his/her efforts that he or she is doing, as well as the equity of income determined for a particular job. Another aspect which is also considered important is work condition (Weiss et al., 1967) which is defined as below: Working condition- this state includes factors such as physical aspects of the job (e.g. building, water and electricity), appropriate or inappropriate facilities, or the amount of work done by employee (e.g. working hours). To sum up job satisfaction can be described as the way employees feel about their job and different aspects of their jobs.

Teaching is a respectful and a noble profession in India there is a huge dependency on a teacher because he/she is the builder of the nation, and in fact, he/she is a rectifier of the future generation. In school setting mental health is an art to deal with the kinds of environmental barriers and it also helps them to fight with the negativeness of their surrounding it can be a good tool to find a better solution for their problems (Mohtashemi, 2003). Job satisfaction is a result of the various attitude of an employee towards his job, and some of them are related to some factors such as salary, the environment of the organization and relationship as well. Teacher's job satisfaction rapport with students and intrinsic factors are important factors. Teachers job satisfaction depends on some aspects of the behaviour of higher authority i.e. pay, rewards, and students behaviour as well (Sharma and Jeevan, 2006). Therefore, teachers, mental health status is more important in a school setting or in a school environment, it can directly influence on pupils mental health and their academic achievement as well. Job satisfaction of a teacher mostly depends on their mental health status. Ahadi (2009) found that there was significant relationship between mental health and job satisfaction among high school principals and teachers in Iran. Yaghoobi, (2009) found that mental health is negatively and significantly correlated with scales like physical signs, anxiety, sleeplessness, depression. Mahesh Babu and Jadhav (2012) found that there was no significant difference in the job satisfaction of couple teachers. It was also found that there was no significant difference in mental health of couple teachers. Whereas, there was a positive and significant co-relation between job satisfaction and mental health of couple teachers. Galgotra (2013) held that Sex had no effect on the mental health of teachers and job satisfaction had no effect on mental health of teachers. Goel (2013) found that teacher effectiveness had significant relationship with job satisfaction, personality and mental health. Sarjaloei (2013) showed that mental health of principals affects their job satisfaction. Baro and Panda (2014) revealed that there is no significant difference between male and female teachers with regard to mental health and job satisfaction. So it has been found that male and female teachers are not different in their mental health and job satisfaction. It also has been found that the mental health and job satisfaction of teachers' both are related to various conditions. The study has concluded that there is significant relationship between mental health and job satisfaction of primary school teachers. Behera (2014) indicated that there was a positive relationship between job satisfaction and mental health of mainstream school teachers. Gajjar (2014) found that there was a significant interaction existed between gender and habitat of higher secondary school teacher on mental health and job satisfaction. Gogajeh, Gogajeh and Geshlaghi (2014) showed a significant and positive correlation between job satisfaction and mental health ($r = +0.93$), but a negative and significant correlation between job stress and mental health ($r = 0.87$) and job burnout and mental health of teachers ($r = -0.85$). Rambabu (2014) showed that there is no correlation

between job satisfaction and mental health of teacher educators on the basis of 'gender', 'age', 'marital status', 'teaching experience', 'management of the institution' and 'location of the teacher working'. Aliakbari (2015) showed that there is a meaningful relationship between job satisfaction and mental health of the studied teachers. Goyal and Sidhu (2015) held that significant relationship is found between Mental Health and Job Satisfaction of School Teacher. Also significant relationship is found between Mental Health and Job Satisfaction of male as well as female School Teacher. Further a significant relationship between Mental Health and Job Satisfaction of Government as well as private School Teacher. K.S. and Taj (2015) found that significant positive relationship is observed between mental health and job satisfaction of secondary school teachers. It means that, the mental health and job satisfaction of secondary school teachers are dependent on each other and a non-significant positive relationship is observed between dimension of mental health i.e. environmental mastery with job satisfaction ($r=0.079$, $p>0.05$) of secondary school teachers at 5% level of significance. (Neetu and madhu 2016) found that male teachers possess good mental health in comparison to female teachers. Further Satisfaction with any kinds of job or work is generally dependent on the person who is mentally healthy, and it is an essential factor in any profession. Fataneh et. al (2016) indicated that there is a negative and significant relationship between resilience components (personal merit, social merit, social support, familial cohesion and personal structure with (mental health)).

There is a negative and significant relationship between job satisfaction (job and colleagues) and mental health, and also there is a significant and positive relationship between the component namely "supervisor" and mental health. However, there was no significant relationship between job promotion and salary. Regression analysis results indicated that among the predictor variables, personal merit, social support, and personal structure are able to predict mental health. Given the study results, it could be said that, for teachers' mental health, it is necessary to consider the variables resilience and job satisfaction. Gahlawat (2016) found that there is a significant difference in the mental health and job satisfaction of secondary school teachers working in government and private schools. The results indicated that the secondary school teachers working in government schools have better mental health and job satisfaction than their counterparts. Rao and Samiullah (2016) revealed that there is a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there is no significant influence of gender, management and job tenure on mental health of high school teachers. Alyaha & Mbogo (2017) held that the factors like gender, age, educational level, pay and length of service of teachers have a significant influence on the level of job satisfaction of teachers in private schools. Teachers are experiencing the height of stress, and anxiety because it indirectly putting pressure on them (Gray, et al 2017). Punitha and Aravinthavathani (2019) indicated that there is a significant correlation between job satisfaction and mental health of secondary school teachers.

Above discussion leads to conclude that there is a dearth of studies on mental health of teachers in relation to job satisfaction and whatever meagre research exists on mental health in relation to job satisfaction, that is either on secondary school teachers or primary teachers. Anybody hardly has examined the mental health and job satisfaction of teacher educators who are teachers of prospective teachers and are entrusted with the responsibility of preparing teachers. Hence the present study was undertaken to fill the existing gap in the research. Moreover, the study will also help in developing an understanding about the level of mental health and job satisfaction of teacher educators and magnitude of association between their job satisfaction and mental health and thus adding to the literature on research in teacher education.

OBJECTIVES

1. To examine the extent of mental health of teacher educators.
2. To study significance of difference in the mental health of teacher educators in relation to marital status, teaching experience and stream of study (science and arts).
3. To study the job satisfaction level of teacher educators.
4. To study the impact of marital status, teaching experience and stream of study on the job satisfaction of teacher educators.
5. To study the relationship between mental health and job satisfaction of teacher educators.

HYPOTHESES

1. There exists no significant difference in mental health of married and unmarried teacher educators.
2. There exists no significant difference in mental health of highly experienced and less experienced teacher educators.
3. There exists no significant difference in mental health of science stream and arts stream teacher educators.
4. There exists no significant difference in job satisfaction of married and unmarried teacher educators.
5. There exists no significant difference in job satisfaction of highly experienced and less experienced teacher educators.
6. There exists no significant difference in job satisfaction of science stream and arts stream teacher educators.
7. There exists no significant relationship between mental health and job satisfaction of teacher educators.

METHODOLOGY

To conduct present study, survey method of descriptive research was used.

POPULATION

The population comprised teacher educators of colleges of education of Jammu province, teaching and providing training to the pupil teachers in the colleges of education affiliated to university of Jammu.

SAMPLE

The simple random sampling technique was used to select a sample. A list of 73 colleges of education (one Government college of education and 72 private colleges of education) affiliated to the University of Jammu was taken from the office of The College Development Council of the University of Jammu, out of that 25 percent of the colleges of education i.e. 18 colleges were randomly selected and a proportionate sample of 100 teacher educators from these colleges was taken as a sample. Teacher educators demographic variables namely 1). Marital status (Married (71) and Unmarried (29)) 2). Teaching experience (Highly experienced (14) and less experienced (86)) and 3). Stream of study (Science stream (34) and Arts stream (66)) were used in the present study.

TOOLS USED

The researcher collected the data by employing the following tools:

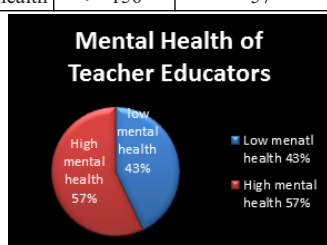
1. Mental Health Scale for Teacher Educators developed and standardized by S.P. Anand. In the present scale, 60 items were formulated. In this scale each item has rated on a five point scale. The Mental Health scores were found to revolve around the mean score of 150. So a score of 150 has been taken as the least score for taking a person as mentally healthy one.
2. Teacher's Job Satisfaction Scale developed and standardized by Y.Mudgil, I.S.Mubar and P.Bhatia. This inventory was comprised 75 items based on likert scaling technique. The items were to be scored on five point scale ranging from five to one, i.e. strongly agree to strongly disagree. High scores on the scale indicate high job satisfaction of teachers.

ANALYSIS AND INTERPRETATION:

The data were analysed through descriptive statistics. The Statistical techniques of mean, S.D., C.R. and Pearson's product moment correlation were used to analyse the data obtained and to find out conclusions.

Table 1: Level of Mental Health of Teacher Educators

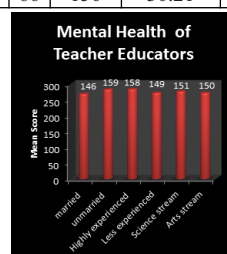
Level of mental health	Raw Scores	No. of teacher educators	Percent (%)
Low mental health	<150	43	43
High mental health	≥ 150	57	57

**Fig.1: Graphical representation of levels of Mental health of****teacher educators.**

As per the analysis of data, the above Table 1 and fig.1 shows that out of total 100 teacher educators, 43, i.e., 43% have low level of mental health and 57, i.e., 57% depicts high level of mental health.

Table 2: Mental Health of Teacher Educators in Relation to Marital Status, Teaching experience and Stream of Study

Demographic variables	N	Mean	Standard Deviation	C.R	Level of significance
Married	71	146	26.54	2.15	Signi-ficant at 0.05
Unmar-ried	29	159	28.64		
Highly experi-enced	14	158	31.69	1.16	Not signi-ficant at 0.05
Less experi-enced	86	149	26.92		
Science strea	34	151	22.21	0.28	Not sig-nificant at 0.05
Arts stream	66	150	30.21		

**Fig.2: Graphical representation of demographical variables of Mental health of teacher educators.**

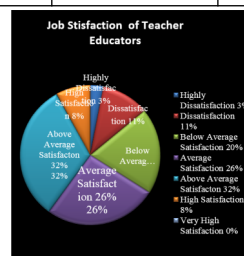
The analysis of data reveals that C.R value testing the significance of difference in the mental health of teacher educators with regard to marital status is 2.15 which is higher than table value of C.R at 0.05 level of significance. Mean mental health score of unmarried teacher educators was found to be significantly high (159) as compared to married teacher educators which is (146). So the null hypothesis that there exists no significant difference in mental health of married and unmarried teacher educators was rejected.

Further analysis of data revealed that C.R value testing the significance of difference in the mental health of teacher educators with regard to their Teaching experience is 1.16 which is less than table value of C.R at 0.05 level of significance. So the null hypothesis that there exists no significant difference in mental health of highly experienced and less experienced teacher educators was retained.

The C.R value testing the significance of difference in the mental health score of teacher educators with regard to the stream of their study is 0.28 which is less than table value of C.R at 0.05 level of significance. So the null hypothesis that there exists no significance difference in mental health of science and arts teacher educators is retained.

Table 3: Level of Job Satisfaction of Teacher Educators

Level of Job satisfaction	Range of z-scores	No. of teacher educators	Percent (%)
Very high satisfaction	+2.01 and above	0	0
High satisfaction	+1.26 to +2.00	8	8
Above average satisfaction	+0.51 to +1.25	32	32
Average satisfaction	-0.50 to +0.50	26	26
Below average satisfaction	-0.51 to -1.25	20	20
Dissatisfaction	-1.26 to -2.00	11	11
Highly dissatisfaction	-2.01 and below	3	3

**Fig.3: Graphical representation of levels of Job satisfaction of**

teacher educators.

As per the analysis of data, the above table 3 and fig3, shows that out of total 100 teacher educators 0, i.e., 0 have very high level of satisfaction, 8, i.e., 8% attains high level of satisfaction, 32 i.e 32% possess above average level of satisfaction, 26, i.e., 26% depicts average level of satisfaction, 20, i.e., 20% have below average level of satisfaction, 11, i.e., 11% attains dissatisfaction level and, 3, i.e., 3% possess highly dissatisfaction.

Table 4: Job Satisfaction of Teacher Educators in Relation to Marital Status, Teaching experience and Stream of Study

Demogr-aphic variables	N	Mean	Standard Deviation	C.R	Level of signif-icance
Married	71	260	22.48	2.19	Signif-icant at 0.05
Unmar-ried	29	270	18.01		
Highly experi-enced	14	267	24.95	0.70	Not signif-icant at 0.05
Less experi-enced	86	262	21.23		
Science stream	34	264	17.9	0.24	Not signif-icant at 0.05
Arts stream	66	263	23.5		



Fig.4: Graphical representation of demographical variables of Job satisfaction of teacher educators.

The analysis of data reveals that C.R value testing the significance of difference in the job satisfaction of teacher educators with regard to marital status is 2.19 which is higher than the table value of C.R at 0.05 level of significance. Mean job satisfaction score of unmarried teacher educators was found to be significantly high (270) as compared to married teacher educators which is (260). So the null hypothesis that there exists no significance difference in job satisfaction of married and unmarried teacher educators is rejected.

Further analysis of data revealed that C.R value testing the significance of difference in the job satisfaction of teacher educators with regard to their teaching experience is 0.70 which is less than table value of C.R at 0.05 level of significance. So the null hypothesis that there exists no significance difference in job satisfaction of highly experienced and less experienced teacher educators was accepted.

The C.R value testing the significance of difference in the job satisfaction score of teacher educators with regard to the stream of their study is 0.24 which is less than table value of C.R at 0.05 level of significance. So the null hypothesis that there exists no significance difference in job satisfaction of science teacher educators and arts teacher educators is accepted.

Table 5: Relationship between Mental Health and Job Satisfaction

Variables	Value of coefficient of correlation (r)	Level of significance
Mental Health Job Satisfaction	0.36	0.01

The perusal of table 5 depicts the coefficient of correlation (r) value between mental health and job satisfaction of teacher educators. The calculated coefficient of correlation value on overall mental health and job satisfaction of teacher educators is 0.36 which is also significant at 0.01 level of significance. So the null hypothesis that there exists no significant relationship between mental health and job satisfaction of teacher educators was rejected. This depicts that there is significant correlation between mental health and job satisfaction of teacher educators. It can be interpreted that higher the mental health, higher will be the job satisfaction of teacher educators and vice-versa.

DISCUSSION OF RESULTS

It has been found that 57 percent of the teacher educators have high mental health and 43 percent of the teacher educators have low mental health. Furthermore, 26 percent of teacher educators have average job satisfaction, 20 percent have below average job satisfaction and 11

percent have dissatisfaction with the job satisfaction. Significant differences have been found in the mental health and job satisfaction of teacher educators on the basis of marital status. Unmarried teachers have been found to have better mental health and job satisfaction as compared to married teacher educators.

No significant differences have been found in the mental health and job satisfaction of teacher educators on the basis of teaching experience and stream of study (science and arts). The results are in agreement with the study of Rambabu (2014) who found no significant difference in the mental health and job satisfaction of teacher educators with respect to teaching experience.

Mental health has been found to have significant positive correlation with job satisfaction of teacher educators. The results show that the teacher educators who have sound mental health are more satisfied towards their job. Teacher educators, if provided with all the conducive and satisfying working conditions, will have strong desire for their professional growth and development. This will add to the aptitude of teacher educators. Quality of any education system rests on competence, commitment, motivation and satisfaction of the teachers. The results are supported by the earlier studies of Punitha and Aravinthavathani (2019), Aliakbari (2015), Goyal and Sidhu (2015), and Maheshbabu and Jadhav (2012).

SUGGESTIONS

Mental health and Job satisfaction have significant positive correlation with each. This means more the mental health among teacher educators, the better will be their job satisfaction. Moreover, low mental health is a concern as it is also a cause for job satisfaction. Seminars, workshops and conferences should be organized in which teacher educators should be invited to refresh their knowledge and discuss their problems which they face in their work environment. It would be a better idea if limited workload according to the capacity of the teachers is given to them and special facilities like medical care, travelling allowance, special increment and rewards will be also helpful in improving the mental health of the teachers. A mentally healthy person shows balanced behaviour will be also helpful in improving the mental health of the teachers. A mentally healthy person shows balanced behaviour and faces the realities of life boldly. Teacher's mental health plays an important role in teaching and learning process. Teacher educators should be support financially and intellectually by providing the necessary requirements because this helps them to guarantee their job satisfaction level and it expand the quality of their work as well as it could affect directly over their attitude toward this profession and finally it is effective to the society.

CONCLUSION

The findings of the present investigation lead to conclude that fifty seven and forty three percent of the teacher educators are high and low level of mental health while the sixty percent ranked average and below average in their level of job satisfaction. Marital status is found to have significant impact on the mental health and job satisfaction of teacher educators but length of teaching experience and stream of study do not have significant impact on mental health and job satisfaction of teacher educators. Mental health has positive correlation with Job satisfaction of teacher educators. The suggestions given in the paper can prove beneficial for improving mental health and job satisfaction of teacher educators which are necessary for preparing future teachers.

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