CONCLUSIONS, IMPLICATIONS AND
SUGGESTIONS FOR FUTURE RESEARCH

Rabinder Nath Tagore said that, “The highest education is that which does not merely give us information but makes our life in harmony with all existence.”

Swami Vivekananda said that, “Education is the process of bringing out the potential that is latent in every human being.” He enlightened that the very essence of education is concentration of mind, not the collection of facts. Also, unless curiosity is recognized and given its due place, creativity will find a back seat in the educational process. Thus the ultimate aim of any teaching method should be to develop concentration of mind and awaken curiosity for independent and logical thinking which ultimately will reach the higher level of research which is also a part of education, Menon (2002). Education is one of the important instruments for improving the quality of people, society and nation and it also helps in meeting the challenges of fast developments in the world. Mahatma Gandhi opined that “Illiteracy is a curse in our country” and the lack of universal illiteracy is one of the major factors which has thwarted total development in India since independence. The literacy and education have been termed as the best defense of a society against rising population, poor health, social strife and tensions, poor economic conditions, higher child mortality rate and education. In our national perception, education is essential for all and is fundamental to our all-round development whether material or spiritual. Education has an accelerating role and refines sensitivities.
and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy enshrined in our constitution, Parhar (2005).

In a nutshell, literacy and education is the nucleus of social and national development. India’s literacy percentage rose from 18.33% in 1947 to 64.8% in 2005 with 53.7% of females and 75.3% of males, (Dogra and Gulati, 2006).

The onus of nation building is on teachers’. They contribute maximum to the holistic development of pupils – TOMORROW’S FUTURE. A fully functioning teacher is one who is a happy and healthy individual. A mentally healthy person, a positive person has all the potential and pre-requisites of being a good teacher and realizes the goals of education. Therefore the present study focused on personal and organizational predictors of Subjective Well Being and Mental Health among University Teachers. Gender differences in Subjective Well Being, Mental Health and their correlates were also explored.

Results revealed Mental Health and Subjective Well Being to be positively related with each other. Results clearly revealed State-Trait Anxiety, Neuroticism, and Negative Affect to be negatively related with Subjective Well Being. Positive perception of Quality of Working Life, Mental Health, Organizational Commitment and Job Satisfaction were positively related with Subjective Well Being. Being in good robust health and being happy were positive indices of Subjective Well Being.
In Females only, Anger was negatively related with Subjective Well Being.

As regards Mental Health of teachers, it was found that need for achievement, need for affiliation, happiness and Subjective Well Being were positively related with Mental Health. Organizational Commitment, Job Satisfaction and positive perception of some of the Quality of Working Life dimensions were also related positively with Mental Health.

Anxiety and Stress dimensions were found to be negatively related with Mental Health. For Male teachers, need for achievement and perceived happiness were positively related and State-Trait Anxiety and Occupational Stress were negatively related with Mental Health. Among Female teachers, need for power and Anger were negatively related with Mental Health and Teacher Efficacy and Organizational Commitment were positively related with Mental Health.

Anxiety plays a more deleterious role in male teachers and anger is more harmful in disturbing peace and equanimity of female teachers.

One may conclude therefore that both personal and organizational variables play an important role in enhancing Mental Health and Subjective Well Being of teachers. Teachers need a conducive congenial environment to work. Emotional Stability, need for achievement, need for affiliation promote Well Being and Mental Health.
By way of interventions, if Anxiety, Stress and Anger Management Programs are conducted for in-service teachers, one may help them improve their sense of Well Being and Happiness. The positive fallout of these interventions will be directly translated into healthy teacher pupil interactions. The administration should play a more proactive role in improving Quality of Working Life in Universities to enhance feeling of Well Being. In terms of gender differences, Female teachers scored significantly higher on Subjective Well Being, Mental Health and Organizational Commitment.