THEORETICAL FRAMEWORK

1.0 INTRODUCTION

Of all the creations of God, human life is the most sacred. It has two aspects – biological and sociological. Education is a process which preserves and transmits the sociological or cultural aspect of human life. The sociological or cultural aspect is the rare distinction of human life. He seeks new ideas and new ways of life through education and thereby adds to his knowledge. He then transmits the knowledge to the successive generations. Teachers are accepted undoubtedly, the key features in the system of education for transmission of knowledge. They mould and influence the young minds, turning into the human resources of the nation in multiple ways. It is thus inevitable, though a truism, that the quality of education depends upon the quality of teacher. Saiydain (1962) stated long ago that the quality of a teacher is most important factor to be secured, without which no educational scheme can even minimally succeed. The National Policy of Education (1986) had said about the role of the teacher, “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions, which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate to the needs and capabilities and the concerns of the community”.

Since ages the teacher has been looked upon by the community as one possessing knowledge superior to that of his students. At the same time, however, he is not expected to be a walking encyclopedia of knowledge to unfold anything at any time. It would be a sufficient achievement if teachers so teach that the young will learn how to discover
methods of solving problems that are known or unknown. The young must be taught how to think when a method to be used is not known and the problem to be solved has not been formulated. Unfortunately, many teachers in schools and colleges have not developed an intellectual capacity to see beyond what seems to be the obvious. Education in any society does not depend so much on any other factor as on the teacher. The teacher is the pivot of any educational system. All committees and commissions have emphasized the importance of the role of the teacher in education. The Report of the Commonwealth Conference (1974) has stated as follows;

The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of growing need for reform; on the other hand he can participate actively as an initiator himself or an interpreter of the plans devised by others (p.231).

The role of the teacher in the educational system is recognized everywhere and at all levels. The Education Commission (1964-66) in India has emphasized the importance and role of teacher in the following words:

Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character 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 work in which they can be fully effective (p.46).
Teacher’s own opinion regarding his worth as a person influences much of his thinking and his classroom behavior. The self concept of an individual, therefore determines relationships with his colleagues and students. It is believed that a teacher’s total behaviour, how he speaks and moves in the classroom, the words he uses to say about the content of his subject is fully determined by his own self concept. According to swami Vivekananda:

"A true teacher is he who can come down to the level of his student and transfer his soul to the student's soul and see through and understand through his mind."

The role of the teacher has always been a challenging and dynamic one. The teacher’s work is often considered sacred. It is not merely transference of knowledge that the teacher is concerned with; his is the great task of inspiring and leading his students towards cherished goals.

The attitude of the prospective teacher is a vital factor affecting education. Allport says; “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all subjects and situations with which it is related”. One who has favourable attitudes towards an occupation is likely to be a better member of the profession than one who has an unfavourable attitude. Kenneth S. Keys, Jr. strongly appeals that we, the teachers, must not let any opportunity pass for teaching our children to SEE more clearly, THINK more maturely and FEEL more deeply.
Since time immemorial, the teacher has been creating an image of being highly respectable member of the society who sustains and recreates the higher value that a society must cherish in order to remain in the vanguard of progress. His role has been eulogized in many ways. He has been called fortune maker of the country and an instrument of social change. Today, the country is on the path of national reconstruction. Therefore, it is needless to say that the role of the teachers will be unique, significant and vital. The Education Commission (1964-66) in its opening paragraph says, "The destiny of India is being shaped in its classrooms". The efficiency of teaching profession and its contribution to national development in general and educational improvement in particular will depend largely on its social status and morale. This will in turn depend upon two interrelated factors viz. economic status and civic rights of teachers and the professional competence, character and the sense of dedication. Education is now being used as a tool for social change. It cannot be confined to the four walls of the school. Various agencies of education have powerful influence in the modification behavior or children yet the schools have their own pace in building the character of children. The teachers are the most potential and indispensable agents for bringing about the social change, for the modification of behavior and for the building of the character of children. So the importance of the teacher cannot be ignored. They should be considered the most important members of the society. They should be given respect, provided with the best possible professional preparations and creating satisfactory conditions of work so that they remain mentally sound to put in their best efforts for building the nation.

Mental health of a teacher is prerequisite for effective teaching. Only a mentally healthy teacher can fill the minds and hearts of his students with noble and loving thoughts. In fact, the teacher teaches them through his
personality. A mentally healthy teacher is hopeful and full of energy that can solve the difficulties of life with courage and confidence.

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

The teacher of the future is expected to perform the role of planned organizer of curricula, innovator of educational ideas, practices and systems, writer of TV and radio lessons and propagation of ever expanding knowledge and motivators to learners in many creative, unconventional ways. At the same time, he will have to be a good communicator, efficient organizer of learning situations and democratic leader. Authors like Reimer and Illich have pointed out several weaknesses of the existing school system and pronounced the 'death of school' and have gone to the extent of advocating "de-schooling society". They have advocated radical changes in education if the schools are to survive and serve the society. Naturally, the teacher's role will have to undergo a lot of change.

It has rightly been said in the report of Commonwealth Conference (1974) that in order to be competent: the teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of pupils (which may not be his own) and of some interest of his own; his skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved; his attitudes should be positive without being aggressive, so that his example is
likely to be followed as he transmits explicitly and implicitly the national aims and ideas and moral and social values (p.32).

The day to day experiences are that it is the whole man behind the educational process, his attitude to work, his feelings and frustrations, his socioeconomic position, his readiness to join and continue in teaching profession, that are essential factors for the growth of education. It has been widely recognized that teacher’s relation with the learner directly or indirectly affect the process of learning in favourable or adverse way. That the teachers are entrusted with the most important job of building and according to their capabilities improving the social structure can hardly be denied. Children remain under their care in the most impressionable years of their lives.

In the words of Crow and Crow, “Children tend to imitate the attitudes of their elders----- they (attitude) affect all human values and are effective in the realization of successful accomplishment of desired goals”.

Having been placed in such a pivotal position in the whole scheme of education, it is to be ascertained as to what extent teacher can play his role effectively? His satisfaction in life is a precondition. Only then he will be able to put his soul in his job of guiding “the future of nation”. If a teacher is dissatisfied with his job, discontented with the value patterns of the society, he is worst paid, his needs and aspirations are not fulfilled, he does not get his due, --- then the results are bound to lead a serious consequences. Apart from pernicious effect on the personality of teachers themselves, the possible effects on the children are undoubtedly disastrous. There is a very fear of dissatisfaction, disillusionment, inferiority and maladjustment being transmitted to the children who are under their control and guidance.
This being the case, the society may see to it that teachers themselves are satisfied with their lives because “dynamic, enthusiastic and successful teaching is possible only if the teacher has opportunities to advance in pleasant environmental conditions, sufficient food and rest, moderate (not excessive) social activities which afford him a satisfying and revitalizing counter challenge to his arduous and energy consuming and conducting rewarding interaction with the students resulting in desirable learning experiences”.

Life satisfaction, mental health and teaching competency are major factors responsible for determining the quality of a teacher which further determines the quality of school and ultimately quality of a nation. In the words of Pires and Katyal (1957):

“If a nation’s teachers are C-3 (class third) the nation can itself be C-3. And let there be no doubt about this if we wish to be an A-1 (class first) nation, our teachers will have to be A-1”

1.1 LIFE SATISFACTION

When people are happy, they tend to be more creative, more pleasant to be with, and even tend to live longer. Happiness, or satisfaction with life, is seen as something that is desirable in itself.

Life satisfaction is a subjective, open measure of human welfare. Subjective because in surveys people are simply asked whether they are satisfied with their life as whole and open because researchers do not pre-define the components of social welfare - it is up to each individual respondent to judge whether they are satisfied.
1.1.1. MEANING OF LIFE SATISFACTION

Satisfaction is a state of mind. It is an evaluative appraisal of something. The term refers to both ‘contentment’ and ‘enjoyment’. As such it covers cognitive as well as affective - appraisals. Satisfaction can be both evanescent and stable through time. Therefore, life satisfaction can be defined as a degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads?

Current synonyms for life satisfaction are ‘happiness’ and ‘subjective well being’. An advantage in using the term life satisfaction rather than the word ‘happiness’ is that it emphasizes the subjective character of the concept. The word happiness is also used to refer to an objective good; especially by philosophers. Further, the term life satisfaction has the advantage over the level of subjective well being is that life satisfaction refers to an overall evaluation of life rather than the current feelings or to specific psychomatic symptoms.

1.1.2 CONCEPT OF LIFE SATISFACTION

Life satisfaction is one of the indicators of ‘apparent’ quality of life. Together with indicators of mental and physical health, it indicates how well people thrive.

Pettegrew and Wolf defined life satisfaction as a global measure to one’s own well being surrounding his or her life in general. Life satisfaction may be regarded as a dimension of quality of life or as a closely related concept. Common definition of life satisfaction is – “a cognitive process by which an individual assesses his/her progress towards desired goal” (c.f. George & Bearnon 1980; Zautra & Hempel 1984).
Life satisfaction is a sense of well being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self concepts and self perceived ability to cope with daily life. The term life satisfaction or personal adjustment describes the quality, state and level of satisfaction which is a result of various interests and attitudes of a person towards life. It is considered as a positive attitude which is a very important variable among younger, mature as well as aged people. Almost all aspects of one’s life affect his satisfaction towards life positively or negatively. The major areas which affect one’s life satisfaction are Health, Personal, Economic, Marital, Social and Job. These areas are deeply interrelated and cannot be separated easily. The dissatisfaction in any one of the area affects other areas as a result overall life satisfaction gets affected. The relationship of different area of life satisfaction with each other and overall life satisfaction is shown in Figure 1.1 (p. 10).

1.1.3 IMPORTANCE OF LIFE SATISFACTION

Life satisfaction is an important route to other valued goals. When people are happier, they tend to be more open minded and creative in their thinking. In contrast people who are unhappy, stressed or dissatisfied tend to exhibit ‘tunnel vision’ and rigid thinking. Evolutionary psychologists have suggested that these associated patterns of cognition and behavior help to explain the importance of such positive and negative emotions. While danger and fear cause a narrowing of attention and the drive to fight or flight. Feeling of well being during times of plenty and comfort trigger play, experimentation and learning improving our ability to adapt and survive. It seems likely that in the modern economy, such patterns of creative thought are more important than ever.
FIGURE I.1
RELATIONSHIP OF DIFFERENT AREAS OF LIFE SATISFACTION WITH EACH OTHER
People who are satisfied with life in general are also more likely to feel satisfied with other specific areas of life. Our general mood or outlook on life turns out to affect our perception more generally, even the objective quality of the stimuli is identical: the world looks good to people who are happy, and bad to people who are miserable.

I.1.4 WHAT DO WE KNOW ABOUT LIFE SATISFACTION?

Researchers have conducted a wide variety of studies into the relationships between life satisfaction and a range of other factors. This section reports the findings compiled by Nick Donovan and David Halpem (Dec. 2002) in three areas:

- Cross national differences
- Genetic, personality and demographic factors;
- Education and health factors.

I.1.4(a) CROSS NATIONAL DIFFERENCES

Levels of satisfaction vary considerably between countries. This can be seen within the developed countries of the European Union -- where the people in Greece and Portugal are far less satisfied than in other EU member states. The UK is above the European average; with 31% very satisfied, 58% fairly satisfied and 11% not satisfied.

Life satisfaction is highest among richer countries and those that are historically Protestant, and lowest among former Communist states. As can be seen in Figure 1.2 (p. 12), there is a clear relationship in developing countries between national income and levels of life satisfaction. This relationship appears to break down once countries reach a certain level of development ---- roughly the level of wealth that the UK reached in 1950s.
FIGURE 1.2
LIFE SATISFACTION IN EU MEMBER STATES
1.1.4(b) GENETIC, PERSONALITY, AND DEMOGRAPHIC FACTORS

(i) Genetic factors

There is strong evidence regarding genetic influences on life satisfaction. One early study led to claim that variations in happiness might be as much as 80 percent determined by individual’s genetic composition. This appeared to indicate that people were largely ‘hard-wired’ to be happy or miserable, and that how they lived their lives would make little difference to their well being. Subsequent analyses have shown that the 80 percent figure was an overestimate, but have confirmed that genes play a significant role in affecting individual well-being.

Levels of Serotonin and Dopamine in the brain are correlated with reported happiness, and neuroscientists have found that genes seem to play a role in regulating these levels. But the classic evidence for role of genes comes from twin and adoption studies. Studies of twins find that genetically identical twin studies report similar levels of wellbeing: the correlation in well being between identical (monozygotic) twins was 0.44 and only 0.08 for non identical (dizygotic) twins. This result is found even when the twins were raised apart: 0.52 for identical twins and -0.02 for non-identical twins. The twins were examined five to ten years later and it was found that the cross-twin, cross-time correlation was 0.4 for monozygotic twins and 0.07 for dizygotic twins.

The original researchers interpreted these results as implying that in the short term roughly 40-50% of well being is inherited, while perhaps as much as 80% of the stable or base-line differences between people in life satisfaction is heritable. Subsequent analyses have moderated these headline figures downwards.
(ii) The Role of Personality

Some people simply appear to be happier than others: their personality or constitution predisposes them to happiness. One study found that personality factors had a stronger impact on positive and negative emotions, and on life satisfaction, than situational factors (being in pleasant situations).

Personality factors that have been found to be particularly strongly associated with life satisfaction include:

- Optimism
- Self-esteem
- Extroversion, especially sociability
- Intelligence (modest effect)
- Ability to organize and plan
- Law neuroticism

Genetic factors are strongly implicated in some of these personality factors such as extroversion, neuroticism and intelligence, but others appear to be more strongly affected by upbringing and the social environment, such as self esteem.

(iii) Physical Attributes

Physical attributes seem to have some impact on our well being though this appears to be culturally mediated. In the west physical attractiveness is associated with greater life satisfaction among women—particularly young women, while being tall is associated with greater satisfaction among men.
(iv) Gender

Levels of life satisfaction are generally found to be marginally higher among women than men. For example, one study of 16 nations over aged over six years found that 24% of women reported being ‘very happy’ compared with 21% of men. However, women also tend to report higher levels of depression.

One explanation of these sex differences is that women either experience or report positive and negative emotions more strongly than men. Another explanation with growing evidence to back it, is that women are more socially connected and involved than men, resulting in their being more exposed to the satisfactions and disappointments of those near and dear to them.

(v) Age

The relationship between age and well-being appears modest. Studies averaging large sample size have found that an average life satisfaction is highest among the under 25s, falls gradually into middle age (45-55 yrs.) before rising again in later life.

However, there are significant national differences. For example, in a society like Japan -- where old people are accorded great respect -- life satisfaction is highest amongst the over 65s. In Hungary, by contrast, the young are the most satisfied and satisfaction is lowest amongst older generations. Finally within some nations, such as Denmark and Britain, the differences between age groups are modest throughout the age range. The ‘mid-life-dip’ therefore may largely be an artifact of averaging across large samples, cohorts and context and not an inevitable aspect of the life cycle.
1.1.4(c) HEALTH AND EDUCATION

(i) Health

In many studies health is one of the strongest drives of overall life satisfaction. The effect of a decline in health status is large - larger than changes in marital or employment status. Analysis of the world value survey found that, over the long term, a 1% increase in average self-reported health status is associated with just over 1% increase in subjective well-being. It is important to note that it is self-reported health status that correlates with life satisfaction rather than objective health status.

(ii) Education

A variety of studies have found at most a small correlation between education and life satisfaction. However, it seems that most of the relation can be explained by the fact that the more highly educated tend to have higher incomes, better health and move social capital. Once these factors are controlled for the relationship often drops or disappears.

A study of life satisfaction and job satisfaction showed lower scores for more educated individuals in the UK. While education brings economic gains, comparing like with like, educations is still associated with lower levels of life satisfaction. Similarly education does bring higher pay which contributes to higher job satisfaction, but also long hours - which reduces satisfaction.

1.1.5 CAUSAL DETERMINENTS OF LIFE SATISFACTION

A number of common causal themes can be identified across the life satisfaction evidence. These include:
1.1.5(a) SOCIAL RELATIONSHIPS

Virtually all researchers have come to the conclusion that social relationships play a large role in determining satisfaction, helping to explain not only the importance of marriage and friendships, but also helping to mediate the effects of unemployment, personality and national differences.

1.1.5(b) STRESS

Exposure to stressful life events and daily hassles are significant contributor to mental ill-health and are also thought to have some impact on positive mental health. However, it is noteworthy that many positive events are also experienced as stressful - such as getting married - and that the absence of stimulation can also be unpleasant. This implies that the stress-well-being relationship is complex, and certainly non-linear.

1.1.5(c) A SENSE OF PERSONAL CENTRAL

Believing that we are in control of our lives and what happens to us appears to be important to well-being, an effect that has been demonstrated in numerous laboratory experiments. Sense of control is thought to help and explain the effects of relative social position, with people who are lower in a social (or work) hierarchy having less of a sense of control. This may also mediate positive effects such as from democratic referenda.

1.1.5(c) ASPIRATIONS AND VALUES

Many of the relationships described in the literature describe general tendencies and should not be presumed to apply to all people all of the time. It has been argued that people have a hierarchy of needs, with ‘higher needs’- such as the desire for beauty or intellectual stimulation - resting increasingly on values. For example, it has been argued that people
brought up in conditions of poverty place a higher value on material acquisition, while those brought up in conditions of plenty place greater emphasis on non-material factors such as freedom of speech. This implies that the factors that determine satisfaction will vary between people and this may help to explain their uneven impact across groups and countries (c.f. age and gender).

1.1.5(d) ADAPTATION

Psychologists have highlighted the importance of ‘hedonic adaptation’- that people get used to a given level of comfort. This is most well known as an explanation of the weak relationship between income and satisfaction, but also may apply more generally such as in relation to the impact of health status, education and even relationships. The flip-side of adaptation is that loss of a factor can lead to a marked change in well-being. For example, while the relationship between economic growth and satisfaction is modest, it could be that fall in economic output (and personal incomes) might lead to a sharp drop in well-being.

1.2 MENTAL HEALTH

A sound mental health is a pre-requisite for successful functioning of an individual. Mental health is an index which shows the extent to which the person has been able to meet his environmental demands social, emotional and 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 mentally strained. This mental strain is generally reflected in symptoms like anxiety, tension, restlessness or hopelessness among others. If it is felt for too long and too extensively by the person, these symptoms may take a definite form (or get ‘syndromized’),
representing a given illness; it is a study of pre-illness mental condition of a
person. 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. Historically mental hygiene movement had its inception in the
United States with the publication of Clifford Beers ‘A mind that found itself
in 1923’. Beers’ description of his experience as a patient in the mental
hospitals supported his plea for reform and education in the treatment of
mental diseases. And it was Bears’ who stimulated the organization of
mental hygiene societies. By 1929 there were 19 states societies in the US
and 16 national societies throughout the world. The mental hygiene
movement has since expanded its original objectives beyond correcting the
mistreatment of mental patients to include the promotion of general social
welfare in the health field and the development of treatment and control
procedures for people seeking psychological services.

1.2.1 MEANING OF MENTAL HEALTH

Mental health is a terms used to describe how well the
individual is adjusted to the demands and opportunities of life. The idea of
mental health is complex and comprehensive. This term consists of two
words, ‘Mental’ and ‘Health’.

‘Health’ generally means sound condition of well-being or
freedom from disease. World Health Organization (1964) defines Health as
“a state of complete physical, mental and social well-being and not merely
absence of disease or infirmity”. ‘Mental’ means relating to mind or psyche.
Thus mental health refers to sound mental condition or state of psychological
well-being or freedom from mental disease. Hurlock (1972) mentioned the characteristics of the well adjusted as:

- Realistic goals, consistence with age and abilities
- Acceptance of responsibilities
- Expression of appropriate emotions
- The ability to relate to others

Carl Roger (1969) defines a healthy personality as one which shows acceptance of feeling self-esteem, relating well to others, openness of new ideas, ability to make independent decisions, creativity and living fully in the present. The three requirements of mental health suggested by Hadfied are:-

- Full expression
- Harmonization
- The direction to a common end of our native and required potentialities

In fact, mental health is the capacity of an individual to form harmonious relation with his/her social and physical environment, and to achieve a balanced satisfaction of his/her own drives. How a person thinks, feels, and acts when faced with life's different situations, how people look at themselves, their lives, and other people in their lives, evaluate their challenges and problems, and explore choices. This includes handling stress, relating to other people, and making decisions. The successful performance of mental function, resulting in productive activities, fulfilling relationships with other people and the ability adapt to change and cope with adversity; from early childhood until late life, mental health is a springboard of thinking and communication skill, learning, emotional growth, resilience and self esteem.
1.2.2 CONCEPT OF MENTAL HEALTH

Mental health is a concept that refers to a human individual’s emotional and psychological well-being. Merriam-Webster defines mental health as “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 meets the ordinary demands of everyday life”.

Different ‘Educationists’ as well as ‘Psychologists’ have tried to define the terms ‘Mental Health’ from time to time. But not two thinkers have till now agreed upon one definition. The basic concept of mental health is a controversial notion, based upon the philosophical premise of the separation of mind and body. Out of this questionable dichotomy was born the concept of mental health as analogous to the medical concept of physical health. Even within a medical model this view has distinct limitations. In medicine, health has largely been viewed as absence of identifiable pathology. An individual is well or healthy who he or she is not sick. The usefulness of such a concept largely depends upon the identification of specific disease entities that have known causes, symptoms and cures. For years psychologists have pointed to the fact that in behavior disorders or so called mental illness. The simple identification of similar disease entities was the exception rather than the rule. One more problem with the concept of mental health is absence of consensual definition. We have few agreed upon concepts of what the mentally healthy individual looks like or how he or she behaves. Higher levels of functioning are particularly difficult to describe or even to conceptualize.

Concept of mental health originated countries back in India. Atharva Veda one of the ancient holy books provides detailed information
on mental disorders and their treatment. Accordingly to ‘**Atharva Veda**’ human personality on the physical side has three components for ‘Gunas’ as Vata, Pitta and Kapha. The mental personality also contributes three ‘Gunas’ or characteristics- Sattav, Rajas and Tamas. The imbalance of these gunas are in ‘manas’ (mind) since birth but they keep a certain equilibrium in normal person. Thus normal mental health means living in ‘Rajas’ and ‘Tamas’ to a certain degree.

The **Charak Samhita** and **Susrat** have also given the concept of mental health but they do not differ significantly from the Atharva Vedic concept of mental health. In **Ayurveda**, health means the state of ‘Dhatusamya’. Charak a great Ayurvedic physician holds that the concordance of ‘Dhatu’ is said to be normal health and it is the end sought in the employment of medicines also in the observance of whole some habits so that the equilibrium of ‘Dhatu’ may be achieved.

Mental health describes an appropriate balance between the individual, their social group, and the larger environment. These three components combine to promote psychological and social harmony, a sense of well-being, self-actualization, and environmental mastery.

**Freud (1932)** defined mental health in his programmatic statement: ‘where id was there shall ego be’, here the value is awareness of reference, on the other hand is more concerned with the functioning of individual in interpersonal situations. **Jahoda (1950)** described the mentally healthy person as one who actively masters his or her environment, demonstrates a considerable unity or consistency of personality, and is able to perceive self and the world realistically. Such a person is also able to function effectively without making undue demands upon others.
Sullivan (1954) identifies a person’s derive towards mental health as ‘those processes which tend to improve his efficiency as a human being, his satisfactions and his success in living’. And places major value on effective and efficient social functioning. Chislom (1955) has pointed out that health whether physical or mental is a positive achievement and is not simply the absence of disease or infirmity. Jahoda (1958) has noted following six aspects of mental health:

- Attitudes of an individual towards his own self: the accessibility or the self to consciousness, the correctness of the set concept and its relation to the sense of identity and the acceptance by the individual of his own self.
- Growth, development or self-actualization
- Integration
- Autonomy
- Perception of reality
- Environmental mastery

Bower (1967) has attempted to define mental health in relation to the development of effective ego process i.e. personality processes which are able to take information from the environment, organize the information and utilize it for the benefit of the individual. Kolb (1970) was of the view that a mentally healthy adult is he who shows behavior, which confirms an awareness of self or personal identity coupled with life purpose. A sense of personal autonomy and willingness to perceive reality and cope with its vicissitudes flexibility, ready adjustment, varied life situations, ability to give and maintain inner peace, are some of the characteristics of mentally healthy person. Such type of person is always ready to face the stress of life, adept
healthy mechanism. So that he can accomplish the tasks which are productive and meaningful to his as well as to society.

Rao and Parthasarthy (1972) believe that it is the teacher who needs to understand the meaning of student behavior and methods of helping them to have healthy relationship among the students as well as with the teachers. When the teacher is endowed with mental health skills, in addition to the teaching capabilities, he or she would be able to do justice to the growing needs and problems of students in the school- settings. The teacher can help the students to get committed to the cause of learning and to overcome other unhealthy temptation.

Mischel (1975) is of the opinion that child raising patterns, early socialization experiences in the school and home, and expectations of social groups are considered the most powerful determinants of behaviour. Bhan and Dutt (1978) gave the following criteria of a sound mental health:

- Adequate feeling of personal worth
- Adequate understanding of others
- Adequate emotional maturity
- Adequate orientation and goals

According to White House Conference Preliminary Report (1980) mental health may be defined as ‘the adjustment of individuals to themselves and to the world as large with a maximum of effectiveness of satisfaction, cheerfulness and socially acceptable behavior and the ability of facing and accepting the realities of life’. Bernard (1981) emphasized the mental health of the teacher as a person, as a private individual quite apart from his function as a teacher, as the most important. It is not that teaching aspect is considered unimportant, but the chances of a teacher being of
maximum benefit to the mental health of pupils are very small unless he maintains his own mental health at a high level.

**Lulla (1981)** also has thrown light on the importance of mental health of the teachers. According to him, various factors in school and community environment contribute to the mental health of a teacher. Mental health is an important aspect of the total health of a person as it is both cause and effect of other types of health. It means those three things of individual (i) Right thoughts (ii) Right attitudes and (iii) Right actions. A sound mental health develops mental stigma and enables a person to face the realities of life, however stressful they may be. He writes “Teachers can maintain the climate for healthy interaction if he or she is mentally healthy and school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching learning situations viz. (a) healthy interactions in a classroom and (b) healthy participation by students in lessons. A mentally healthy teacher creates healthy teaching learning situations”.

**Bernard (1982)** also attempts to draw attention towards the mental health of teachers. The mental health of the teachers will be conditioned by his or her attitude towards the profession. It is important for teachers to take an optimistic view of their profession as is possible, because the mental health of the teachers, as an individual, depends upon it, but even more because it will be reflected in the effectiveness of the work done.

**Srivastava (1983)** defined mental health as a person’s ability to make positive self evaluation, to perceive the reality, to integrate the personality autonomy, group-oriented attitudes and environmental mastery. **Kumar (1991)** is of the opinion that mental health is an index which shows
the extent to which the person has been able to maintain equilibrium with self and environment.

The world Book Encyclopedia (1994) connects mental health with physical health. Mental health plays an important role in both the ways, the people behave and the way they feel. Emotionally healthy individuals accept themselves, as they are with all their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently of outside influences and show genuine concern for other people.

During the last twenty years various developments have been taken place in the field of mental health due to the researches in psychology specially in personality theories which are intrapsychic which put forth the views that human behavior is the product of interaction between the individual and the environment. A close look on the development in this field during these years reveals that there are three movements termed, behaviorism, experimental social psychology and cognitive revolution, took place as under:

(i) According to first movement which states that there is interaction between the individual and the reinforcing or non-reinforcing contingencies in the environment.

(ii) Second development assumes that behavior is learned in social settings through modeling and the power of social role expectations.

(iii) Third development which is influenced by psychology asserted that concepts such as motivation; self efficiency and sense of personal responsibility are products which help people to process information about themselves and the world.
1.2.3 IMPORTANCE OF MENTAL HEALTH

A mentally healthy person enjoys the harmony of the "internal and external" and maintains a balance between his needs and the environmental factors that influence the satisfaction of these needs. He lives a fuller, happier, harmonious and effective life. Mental health has both individual and social aspects. The individual aspect connotes that the individual internally adjusted and free from internal conflicts and tensions or inconsistencies and skillful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social set up although society is constantly moving and changing. He maintains equilibrium and adjusts to the changing situations and is an acceptable member of the society. A mentally healthy person has developed a zest of living that includes a desire for activity which is reflected in an attitude of utilizing whatever potentialities he possesses, in productive forms of behavior.

In fact, the foremost concern of education, today, is to produce mentally healthy persons and thereby well adjusted personalities because mentally healthy persons are the real asset of the society for the twenty-first century. When something shocking happens, attention is immediately focused on the need for doing something about mental health in our schools. Thus for the development of the society in the scientific competitions age it is the teacher who can teach mental hygiene to the children in the class which in turn can maintain balanced mental health. Thus the mental health of teachers and students are the most important topics of the day because if teachers have mental health problems, they can do incalculable harm to the nation in terms of poor guidance to the students. Therefore, it is essential to give emphasis on mental health of both educator and the educant in the educational institutions.
I.2.4 FACTORS DETERMINING MENTAL HEALTH

There are different factors which determine the mental health of an individual. These factors are as follows:

I.2.4(a) HEREDITY

Heredity is the sum total of the traits which provides the raw material to potentialities of the individual. It is heredity which determines the structure, color of the skin, the hair structure, height, facial frames nasal index, cephalic index etc. Thus heredity sets the limits for personality development which has direct impact on mental health of the individual.

I.2.4(b) PHYSICAL FACTORS

An individual with a feeling of physical well-being ordinarily enjoys a good disposition. He is enthusiastic and intellectually alert, whereas reverse in the case of sick people. Physical and mental health are directly related. Sound mental health requires a physically sound body.

I.2.5(c) SOCIAL FACTORS

The society in which the individual lives moulds his behaviour. Following are the social factors which determine the mental health:

(i) The Home — For enhancement of mental health the home should provide affection and security to her children, atmosphere of happiness and freedom, and harmonious relationships. Otherwise it will lead to abnormal mental health.

(ii) The School — The school can develop a sense of personal worth and social competence if its experiences are satisfying and affectionate in
nature. A good school provides a congenial atmosphere and meets the needs and interests of pupils which in turn develop sound mental health.

(iii) The Community — The community which provides love and affection, a feeling of belongingness and settles the problems of the individuals by providing different welfare measures can facilitate in developing sound mental health.

I.2.4(d) SATISFACTION OF BASIC NEEDS

The basic needs like food, clothing and shelter are to be satisfied for development of sound mental health. If the needs are gratified by the individual then it will be a stepping stone for promotion of mental health.

I.2.5 THE INTRINSIC VALUE OF MENTAL HEALTH

Mental health contributes to all aspects of human life. It has both material and immaterial, or intrinsic values: for the individual, society and culture. Mental health has a reciprocal relationship with the well being and productivity of a society and its members. Its value can be considered in several related ways.

- Mental health is essential for the well-being and functioning of individuals.
- Good mental health is an important resource for individuals, families, communities, and nations.
- Mental health, as an indivisible part of general health, contributes to the functions of society, and has an effect on overall productivity.
- Mental health concerns everyone as it is generated in our everyday lives in homes, schools, workplaces, and in leisure activities.
• Positive mental health contributes to the social, human, and economic capital of every society.
• Spirituality can make a significant contribution to mental health promotion and mental health influences spiritual life.

Mental health can be regarded as an individual resource, contributing to the individual’s quality of life, and can be increased or diminished by the actions of society. An aspect of good mental health is the capacity for mutually satisfying and enduring relationships. There is growing evidence that social cohesion is critical for the economic prospering of communities and this relationship appears to be reciprocal.

I.2.6 MENTAL HEALTH OF SCHOOL TEACHER.

Teacher’s mental health plays an important role in the teaching learning process. A mentally healthy and well adjusted teacher plays a vital role in promoting the mental health of school children. If a teacher’s mental health is not sound he/she can misguide, breed discontentment and dissatisfaction among his/her pupils. Following are the main characteristics of a mentally healthy teacher:

• Alertness, enthusiasm and interest in his pupils and classroom activities.
• The ability to maintain cordial and friendly person to person relationships.
• The ability to handle pupil’s educational as well as personal problems.
• The ability to use praise, reward and reinforcement for work will done.
• Pleasing personal appearance and manners.
• A good sense of humor.
• Wide interests - games, dramatics etc.
• Patience, sympathy, sincerity and fairness in dealing with his pupils.
- Recognition of one's own mistakes without hesitation.
- Physical fitness and good health status.
- Flexibility in opinion, beliefs and attitudes.
- Good disposition and unbiased behavior.

1.2.7 MENTAL HEALTH AS A MOVEMENT AND AS A PROFESSION

The emergence of the concept of mental health is closely related to the growth of the mental hygiene movement in the United States and to the development in psychotherapeutic practice and personality research. As an explanatory construct 'mental health' emerged out of the concern with 'mental hygiene' that gained its first adherents at the beginning of the twentieth century. Originally, this social movement focused on improving the wretched conditions in mental hospitals and providing better care and treatment for the mentally ill wherever they might be in the 1920s, interest shifted to promoting 'mental hygiene' and establishing child-guidance clinics. The term mental health began to replace mental hygiene in the 1930s and by the late 1940s it assumed the independent status with a growing and enthusiastic social movement operating in its name. This shift in terms signified the beginning of the era of concern with the prevention of mental disorders rather than merely care and treatment and the broadening of focus to include all forms of social and psychological maladjustment rather than just the severely emotionally disturbed or psychotic. The movement began to promote 'positive' mental health as a goal distinct from the elimination of mental illness.

The popularity of mental health as a desired value in the United States is in part related to its advocacy by those in the mental health movement and in part to the growth of psychoanalytic theory and acceptance
of psychotherapeutic practice in the past several decades. The orthodox psychoanalytic viewpoint out that mental health is a property of individual and a function of intrapsychic development and dynamics which is still dominant. It maintains that an individual acquires good mental health as a consequence of early socialization. Psychoanalysis or some other form of psychotherapy is a corrective for unfortunate early development. Thus the individual remains the unit of analysis, and psychological health is seen as a function of the individual's unique, private intrapsychic development and life history. Subsequently, the unit of analysis was extended to include the patterning of an individual's interpersonal relations.

I.3 DEMOGRAPHIC VARIABLES

The factors relating to personal characteristics such as age, gender, experience, social class, level of education, occupation and family status are known as demographic variables. In the present study demographic variables were selected on the basis of area of residence, service, gender and teaching experience of the secondary school teachers. The demographic variables taken for the study were:

1. **Type of teacher**: It indicated the area of residence or belongingness of the teachers. Further it is divided into two types, viz. tribal teacher (belonging to tribal area) and non-tribal teacher (belonging to non-tribal area).

2. **Area**: It referred to the area of service of the teachers for the present study. Further it was divided into two types, viz. tribal area and non-tribal area.

3. **Gender**: It included both genders, viz. male and female.


4. Teaching Experience: It refers to the total number of years of service of a teacher. Two levels of teaching experience were taken for the study, viz. less experienced and more experienced.

1.4 TEACHING COMPETENCY

The quality of teaching is determined by the quality and competency of its teachers. It is the teacher who can motivate students and create interest among them by his competency and dedication. The SAARC workshop of Teacher Training held at Dhaka (November 1-3, 1993) envisages, “The quality of any educational system is determined by the quality of its teaching force. The best curriculum, syllabus and text material become useless if the teachers do not know how to handle them”. Recent research highlights the need for a knowledge-based approach for defining teaching and teacher competence, one which draws together the wide range of teacher knowledge of pedagogy and capacity to draw on a wide repertoire of teaching approaches.

1.4.1 MEANING OF TEACHING COMPETENCY

Teaching competency constitutes a knowledge, skill ability, personal quality, experience, or other characteristics that is applicable to the profession of teaching. While teacher competence is a teacher’s repertoire of competencies.

Though there is much concern for the determination of competence of teachers, there is a little consensus among educators on its definition. This is understandable as fundamental questions like “What is good teaching?” What constitutes teacher effectiveness? and hard to define (Brophy and Good, 1986; Lanier 1986) due to complex nature of teaching as a profession. Edmund Short (1985) attempted to clarify the confusion by
presenting four conceptions of competence. Firstly, competence is taken as behavior or performance, the doing of particular things independently of purpose or intent. Secondly, competence is taken as command of knowledge and skills, involving choosing and knowing why the choice is appropriate. Thirdly, competence can be seen as level of capability which has been 'insufficient' through some judicious and public process, and this sufficient indicator may fluctuate since it involves a value judgment. Fourthly, competence involves the quality of a person or state of being, including more than characteristic behaviors; "performance, knowledge, skills, levels of sufficiency, and anything else that may seem relevant, such as intent, or motives, or attitudes, or particular qualities". According to Short, the fourth definition implies that many theories about teacher competence can exist, all of which can be justified.

What makes a competent teacher is the ability to accomplish all the tasks involved in effective instruction. Warmth, enthusiasm, and caring are essential, as is subject matter knowledge, but it is the successful accomplishment of all the tasks of teaching that makes for instructional effectiveness. Teaching competence is reflected by good teaching. Good teaching has to be observed and practiced, but there are principles of good teaching that teachers need to know, which can then be applied in the classroom. The principles are summarized in Figure 1.3 (p. 35).

1.4.2 CONCEPT OF TEACHING COMPETENCY

Competence is a characteristic of doing well the things one attempts. When put to work, competency leads to achievement. However, the term 'Teaching Competency' has been defined differently by researchers.
FIGURE 1.3
PRINCIPLES OF GOOD TEACHING
Based on the micro criteria approach to study 'teaching' Gage (1963) averred, teaching is perceived as a set of teaching behaviours that facilitates or bring about a specific instructional objective. In other words, teaching competence involves effective use of these various teaching skills. Medley, Mitzel (1963) & Biddle (1964) perceive teacher competence as teacher behaviour that produces intended effects.

Rayans (1966) defined teacher competency as the extent to which an individual teacher acts in a way that is favorable to the development of the skills, understanding, work habits, desirable attitudes, value judgments and personal adjustment of the pupils. According to Haskew (1956) and Wilson (1973), teacher competency includes knowledge, attitude, skill and other teacher characteristics.

Arriving at the more comprehensive definition Rama (1979) defines teacher competency as, “the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a result of the interaction between the presage and the product variables of teaching within a social setting”. The term ‘teaching’ can be defined as set of observable teacher behaviors that facilitates or brings about pupil’s learning. Thus teaching competency means an effective performance of all the observable teacher behaviors that brings about desired pupil outcomes.

Mathew (1980) identified fourteen factors to be included in teaching competency. They were interpreted as general teaching competency, competency of using audio-visual aids, competency of teacher’s concern for students, competency of professional perception, competency of giving assignments, competency of illustrating with examples, competency of pacing while introducing, logical exposition,
classroom management, use of questions, initiating pupil participation, use of blackboard, recognizing attending behaviour and competency of achieving closure.

**Kumar (1982)** recognized five teacher competencies as important for educators to perform their job satisfactorily and successfully. They were: general teaching competence, competence in dealing with children, competence in organizing learning materials, competence in evaluation and competence in working with community.

The concept of teacher competency can be considered as a relative term. 'Competent' refers to the skill and proficiency with which an organization interacts with his environment. **Lalita and Passi (1979)** seem to have included most of the skills and proficiencies under the heading of general teaching competence which has been divided into five major aspects, viz; Planning, Presentation, Closing, Evaluation and Managerial. Each of these aspects includes 4, 11, 2, 2, and 2 skills respectively. The details of which are as follows:

(A) **Planning (Pre-Instructional)**

1. Objectives of the lesson
2. Content selection
3. Content organization
4. Selection of audio-visual material

(B) **Presentation (Instructional)**

5. Introducing the lesson
6. Fluency of questions
7. Use of proving questions
8. Explaining
9. Illustrating with examples
10. Stimulus variation
11. Use of silence and non-verbal cues
12. Encouraging pupil’s participation
13. Pacing
14. Extent of pupil’s participation and respond to teacher
15. Use of black board

(C) Closing
16. Achieving closure
17. Giving assignment

(D) Evaluation
18. Classroom management
19. Diagnosis of pupil’s difficulties

(E) Managerial
20. Recognizing attending behavior
21. Maintaining classroom discipline

The framework given by Lalita and Passi covers almost all the skills and proficiencies necessary for a competent teacher and is of worth consideration.

1.4.3. IMPORTANCE OF TEACHING COMPETENCY

Qualified and competent teachers yield quality product. Moreover, professionally competent teacher is not only an asset to himself but a boon to the society as well. The future of children is quite safe in the hands of such a teacher. On the other hand, if he lacks professional competence, he will do great harm to the children under his immediate charge and to the society in the long run. With good leadership qualities and following appropriate teaching strategies, the teacher can enhance student’s learning to a great extent. The most ingenious plans of inspired
administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled, incompetent and indifferent.

Since competent teachers can significantly motivate the students and can create suitable classroom atmosphere to generate knowledge and set of scientific attitudes, there is an even increasing demand for qualified and professionally competent teachers for our education set up.

Competence has been used for the evaluation of teachers at different stages: student teachers, beginning teachers and experienced teachers. These evaluations are conducted by different parties, including teacher educators, researchers and the government. As the public demand for accountability increases, schools of education are forced to identify the qualities of effective teachers and planned curricula to ensure that prospective teachers demonstrate those qualities prior to certification (Taylor, Middleton III and Napier, 1990). This concern for teacher competence dates back to 1970, when the National Council for Accreditation of Teacher Education (NCATE) of America started to revise the accreditation standards. In Australia, the University of Sydney has developed an elaborate set of generic competence for beginning teachers (Etli's & Turney, 1992). Hence, competence of teacher is both the concern of accreditation party and the teacher education institute.

I.5 STATEMENT OF THE PROBLEM

From the perusal of the related studies it is evident that no study has been conducted to study and compare the life satisfaction, mental health and teaching competency of tribal and non-tribal teachers of Himachal Pradesh. Keeping in view the necessity of studying and comparing the life satisfaction, mental health and teaching competency of school teachers from
tribal and non-tribal areas, the research study selected by the investigator is entitled as follows:

**LIFE SATISFACTION AND MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS SERVING IN TRIBAL AND NON-TRIBAL AREAS OF HIMACHAL PRADESH IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES AND TEACHING COMPETENCY**

I.6 NEED AND SIGNIFICANCE

Teacher plays a significant role in the development of a child’s personality who is a positive asset and a precious national resource and needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. The teacher can play his role effectively if and only if he is fully satisfied with his life and possesses a sound mental health. His competence in teaching is equally important too. Absence of any one can adversely affect the development of children under his guidance.

Quality teachers are not simply born; they can also be made and supported by the schools and communities in which they work. The working conditions under which teachers practice their profession and the supports they are provided to do their work efficiently and grow professionally are absolutely essential. It stands truism to say that a happy and a contented teacher is an asset for any nation and maladjusted and dissatisfied one is a perilous liability. If competent and contented teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material conditions in the form of equipment, building and text books; although curricula may be appropriately adopted to community requirements, if the teachers are misfits
or are indifferent to their responsibilities the whole programme is likely to be ineffective and wasted.

In Himachal Pradesh where the tribal population is nearly 2 lakh, education of tribal children is an important issue. The evidences suggest that tribal children do possess the basic cognitive abilities and psychological dispositions necessary for successful participation in school. Yet tribal children have very low levels of participation and success in school education programmes. The acceptance of teachers by the community as one of them is critical for increasing school participation in tribal areas. An understanding of and respect for tribal cultures and practices and some amount of familiarity with the local language are important for teachers to gain their acceptance. Besides teaching competence, teacher motivation is essential for effective teaching-learning process. Only motivated teachers are likely to generate interest among tribal children towards school education by attempting to link the contents of the curriculum with the existing realities of tribal communities through the use of innovative technologies.

The teachers will be motivated to work only if they are satisfied with their jobs and the value patterns of the society they are living in. Ironically, in Himachal Pradesh a number of teachers from non tribal areas are serving in the tribal areas where hardly they get basic amenities of life. On the other hand, tribal teachers are working in non-tribal areas far off from their communities. How far these teachers will be satisfied with their lives? Is the mental health of these teachers affected by different value patterns of the society? And finally, is the area to which the teacher belongs related to their teaching competency? & how teaching competency is related to life satisfaction and mental health of these teachers? These are some of the arising questions which led the investigator to take the present study.
1.7 OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To study the difference in the level of life satisfaction of secondary school teachers belonging to tribal and non-tribal areas.

2. To study the difference in the level of life satisfaction of secondary school teachers serving in tribal and non-tribal areas.

3. To study the difference in the level of life satisfaction of male and female secondary school teachers.

4. To study the interactional effect of type of teacher and area on the level of life satisfaction of secondary school teachers.

5. To study the interactional effect of area and gender on the level of life satisfaction of secondary school teachers.

6. To study the interactional effect of type of teacher and gender on the level of life satisfaction of secondary school teachers.

7. To study the triple interactional effect of type of teacher, area and gender on the level of life satisfaction of secondary school teachers.

8. To study the difference in the level of life satisfaction of secondary school teachers having less and more teaching experience.

9. To study the interactional effect of area and teaching experience on the level of life satisfaction of secondary school teachers.

10. To study the interactional effect of type of teacher and teaching experience on the level of life satisfaction of secondary school teachers.
11. To study the triple interactional effect of type of teacher, area and teaching experience on the level of life satisfaction of secondary school teachers.

12. To study the difference in the level of life satisfaction of secondary school teachers having less and more teaching competency.

13. To study the interactional effect of area and teaching competency on the level of life satisfaction of secondary school teachers.

14. To study the interactional effect of type of teacher and teaching competency on the level of life satisfaction of secondary school teachers.

15. To study the triple interactional effect of type of teacher, area and teaching competency on the level of life satisfaction of secondary school teachers.

16. To study the interactional effect of gender and teaching competency on the level of life satisfaction of secondary school teachers.

17. To study the triple interactional effect of type of teacher, gender and teaching competency on the level of life satisfaction of secondary school teachers.

18. To study the interactional effect of teaching experience and teaching competency on the level of life satisfaction of secondary school teachers.

19. To study the triple interactional effect of type of teacher, teaching experience and teaching competency on the level of life satisfaction of secondary school teachers.
20. To study the difference in the level of mental health of secondary school teachers belonging to tribal and non-tribal areas.
21. To study the difference in the level of mental health of secondary school teachers serving in tribal and non-tribal areas.
22. To study the difference in the level of mental health of male and female secondary school teachers.
23. To study the interactional effect of type of teacher and area on the level of mental health of secondary school teachers.
24. To study the interactional effect of area and gender on the level of mental health of secondary school teachers.
25. To study the interactional effect of type of teacher and gender on the level of mental health of secondary school teachers.
26. To study the triple interactional effect of type of teacher, area and gender on the level of mental health of secondary school teachers.
27. To study the difference in the level of mental health of secondary school teachers having less and more teaching experience.
28. To study the interactional effect of area and teaching experience on the level of mental health of secondary school teachers.
29. To study the interactional effect of type of teacher and teaching experience on the level of mental health of secondary school teachers.
30. To study the triple interactional effect of type of teacher, area and teaching experience on the level of mental health of secondary school teachers.
31. To study the difference in the level of mental health of secondary school teachers having less and more teaching competency.

32. To study the interactional effect of area and teaching competency on the level of mental health of secondary school teachers.

33. To study the interactional effect of type of teacher and teaching competency on the level of mental health of secondary school teachers.

34. To study the triple interactional effect of type of teacher, area and teaching competency on the level of mental health of secondary school teachers.

35. To study the interactional effect of gender and teaching competency on the level of mental health of secondary school teachers.

36. To study the triple interactional effect of type of teacher, gender and teaching competency on the level of mental health of secondary school teachers.

37. To study the interactional effect of teaching experience and teaching competency on the level of mental health of secondary school teachers.

38. To study the triple interactional effect of type of teacher, teaching experience and teaching competency on the level of mental health of secondary school teachers.
1.8 HYPOTHESES OF THE STUDY

To obtain the objectives of the study following hypotheses were formulated:

1. There is no significant difference in the level of life satisfaction of secondary school teachers belonging to tribal and non-tribal areas.

2. There is no significant difference in the level of life satisfaction of secondary school teachers serving in tribal and non-tribal areas.

3. There is significant difference in the level of life satisfaction of male and female secondary school teachers.

4. There is no significant interactional effect of type of teacher and area on the level of life satisfaction of secondary school teachers.

5. There is no significant interactional effect of area and gender on the level of life satisfaction of secondary school teachers.

6. There is no significant interactional effect of type of teacher and gender on the level of life satisfaction of secondary school teachers.

7. There is no significant triple interactional effect of type of teacher, area and gender on the level of life satisfaction of secondary school teachers.

8. There is no significant difference in the level of life satisfaction of secondary school teachers having less and more teaching experience.

9. There is no significant interactional effect of area and teaching experience on the level of life satisfaction of secondary school teachers.
10. There is no significant interactional effect of type of teacher and teaching experience on the level of life satisfaction of secondary school teachers.

11. There is no significant triple interactional effect of type of teacher, area and teaching experience on the level of life satisfaction of secondary school teachers.

12. There is significant difference in the level of life satisfaction of secondary school teachers having less and more teaching competency.

13. There is no significant interactional effect of area and teaching competency on the level of life satisfaction of secondary school teachers.

14. There is no significant interactional effect of type of teacher and teaching competency on the level of life satisfaction of secondary school teachers.

15. There is no significant triple interactional effect of type of teacher, area and teaching competency on the level of life satisfaction of secondary school teachers.

16. There is no significant interactional effect of gender and teaching competency on the level of life satisfaction of secondary school teachers.

17. There is no significant triple interactional effect of type of teacher, gender and teaching competency on the level of life satisfaction of secondary school teachers.

18. There is no significant interactional effect of teaching experience and teaching competency on the level of life satisfaction of secondary school teachers.
19. There is no significant triple interactional effect of type of teacher, teaching experience and teaching competency on the level of life satisfaction of secondary school teachers.

20. There is no significant difference in the level of mental health of secondary school teachers belonging to tribal and non-tribal areas.

21. There is no significant difference in the level of mental health of secondary school teachers serving in tribal and non-tribal areas.

22. There is significant difference in the level of mental health of male and female secondary school teachers.

23. There is no significant interactional effect of type of teacher and area on the level of mental health of secondary school teachers.

24. There is no significant interactional effect of area and gender on the level of mental health of secondary school teachers.

25. There is no significant interactional effect of type of teacher and gender on the level of mental health of secondary school teachers.

26. There is no significant triple interactional effect of type of teacher, area and gender on the level of mental health of secondary school teachers.

27. There is no significant difference in the level of mental health of secondary school teachers having less and more teaching experience.

28. There is no significant interactional effect of area and teaching experience on the level of mental health of secondary school teachers.
29. There is no significant interactional effect of type of teacher and teaching experience on the level of mental health of secondary school teachers.

30. There is no significant triple interactional effect of type of teacher, area and teaching experience on the level of mental health of secondary school teachers.

31. There is no significant difference in the level of mental health of secondary school teachers having less and more teaching competency.

32. There is no significant interactional effect of area and teaching competency on the level of mental health of secondary school teachers.

33. There is no significant interactional effect of type of teacher and teaching competency on the level of mental health of secondary school teachers.

34. There is no significant triple interactional effect of type of teacher, area and teaching competency on the level of mental health of secondary school teachers.

35. There is no significant interactional effect of gender and teaching competency on the level of mental health of secondary school teachers.

36. There is no significant triple interactional effect of type of teacher, gender and teaching competency on the level of mental health of secondary school teachers.

37. There is no significant interactional effect of teaching experience and teaching competency on the level of mental health of secondary school teachers.
There is no significant triple interactional effect of type of teacher, teaching experience and teaching competency on the level of mental health of secondary school teachers.

1.9 DELIMITATIONS OF THE STUDY

The present study was delimited in terms of the following:
1) The study was restricted to the government secondary school teachers of Himachal Pradesh.
2) The investigation was carried out on a sample of 240 secondary school teachers.
3) The objectives of the study were confined to the investigation of life satisfaction, mental health and their interaction with gender, area of service and teaching competency.
4) Study was confined with regard to variables. Life satisfaction and mental health were criterion variables while gender, type of teacher, area of service, teaching experience and teaching competency were independent variables.
5) Research hypotheses were restricted to non-directional type.
6) The study was also delimited with reference to tools. Life Satisfaction Scale by Alam, Q.G. and Srivastva, Ramji (1983), Mental Health Inventory by Srivastava, A.K. and Jagdish (1983) and General Teaching Competency Scale by Passi, B.K. and Lalita, M.S. (1979) were administered to collect data.
7) The study was delimited in terms of statistical analysis technique also. Analysis of variance (ANOVA) (2x2x2 factorial design) was used to depict the significant differences in mean scores of various groups on criterion variables.
I.10 OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the present study having different connotations may be operationally defined as follows:

**SECONDARY SCHOOL TEACHERS**

The government secondary school teachers who were teaching science, arts and languages to the students of classes from VI to X under the 10+2 system of education.

**LIFE SATISFACTION**

Life satisfaction can be defined as a degree to which a person positively evaluates the overall quality of his/her life as-a-whole. It is the state and level of satisfaction which is a result of various interests and attitudes of a person towards life.

**MENTAL HEALTH**

Mental health is the capacity of an individual to form harmonious relation with his/her social and physical environment, and to achieve a balanced satisfaction of his/her own drives.

**DEMOGRAPHIC VARIABLES**

The factors relating to personal characteristics such as age, gender, experience, social class, level of education, occupation and family status are known as demographic variables.

**TEACHING COMPETENCY**

Teaching competency constitutes a knowledge, skill, ability, personal quality, experience, or other characteristics that is applicable to the
profession of teaching. It is an effective performance of all the observable teacher behaviors that brings about desired pupil outcomes.

▶ LESS TEACHING COMPETENCY

The less and more competent teachers were identified by using the technique of Mean ± 1/2 SD. In the study less teaching competency refers to the competency of the teacher whose teaching competency scores came out 105 or below than this.

▶ MORE TEACHING COMPETENCY

It refers to the competency of the teacher whose teaching competency scores came out 111 or higher than this.

▶ TYPE OF TEACHER

Type of teacher indicates area of belongingness of the teachers. Two types of teachers were taken for the study viz. tribal teachers (belonging to tribal area) and non-tribal teachers (belonging to non-tribal area).

▶ AREA

It refers to the area of service of the teachers for the present study. Two types of areas were taken for the study, viz. tribal area and non-tribal area.

▶ TEACHING EXPERIENCE

It is the total number of years of service of the teacher as a teacher. Two levels of teaching experience were taken for the study, viz. less experienced and more experienced
LESS TEACHING EXPERIENCE

It refers to teaching experience of 10 years and less than this.

MORE TEACHING EXPERIENCE

It refers to teaching experience more than 10 years.