

JOB INVOLVEMENT AND MENTAL HEALTH AMONG HIGHER SECONDARY TEACHERS

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ABSTRACT

Job involvement is the degree to which a person is identified psychologically with his work or importance of work in his total self-image. Job involvement is closely related to mental health. Hence it denotes a person's psychological identification with special reference to one's job and work. The demands with regard to the job involvement among higher secondary teachers are significantly increased this involvement caters to the needs of school children, the mental state of their parents and the demands made by the educational institutions. Teaching school children is a challenging job and this challenge on hand requires patience, endurance and involvement.

Similar to the challenge and demands placed on the job involvement of teachers, mental health is understood as teachers' ability to face and have a balance with the reality of life. Mentally healthy people could easily accept their own self-respect and show respect to others. They are capable of dealing with most odd situations that come in their way. They enjoy their life and get satisfaction from simple everyday pleasure. If a teacher enjoys ample job involvement and adequate mental health and believes that education has the power to change lives, then he may understand what it needs to become an exemplary teacher. With this base, the present research focuses on ascertaining the level of job involvement and mental health and their relationship with special reference to men and women higher secondary teachers.

The objective of the study is to find out whether there is any significant relationship between job involvement and mental health of higher secondary teachers. The investigator has adopted survey method of research and used stratified random sampling technique for collecting the sample from the population. The sample consists of 140 higher secondary teachers from 15 Higher Secondary Schools in Tiruchirappalli District of Tamil Nadu, India. In this study, 't' test and Karl Pearson's Product Moment Correlation Analysis are the statistical techniques used for analyzing the data. The findings of the present research indicate that there is a significant positive relationship between job involvement and mental health of higher secondary teachers.

1. INTRODUCTION

The word education has a very wide connotation. Mahatma Gandhi has defined education as all round drawing out of the best in the child and man, body, mind and spirit. Education is a noble calling that entails both challenges and responsibilities in teachers. Teaching is the only profession that nurtures the young minds to take up other professions in the future. A teacher might have to deal with a number of students with different personalities and attitudes. The art of teaching channelizes these different minds into seeing a vision of what they wish to become and what they should contribute to the society. This is why teaching is considered a noble profession. Teaching is not only a profession with rigorous standards but it is also a calling to serve others. Job involvement of a teacher is the degree to which he is identified with his profession and his total self-image and his mental health is the ability to face and balance the reality of his life. If a teacher enjoys ample job involvement and adequate mental health and believes that education has the power to change lives, then he may understand what it needs to become an exemplary teacher. With this base, the present research focuses on ascertaining the level of job involvement and mental health and their relationship with special reference to man and women higher secondary teachers.

2. NEED AND SIGNIFICANCE OF THE STUDY

A teacher is a person who gives not only the knowledge but also the inspiration to live. The teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. The success of any educational system depends much on the qualities of a teacher. Thus, a teacher plays a major role in bringing up great citizens in the nation. Teacher shows unconditional love towards their students, which helps the students to believe their teacher. Becoming a teacher offers endless opportunity to help all students understand and achieve their full potential.

Job involvement is the degree to which a person is identified psychologically with his work or importance of work in his total self-image. Job involvement is closely related to one's mental health. Hence it denotes a person's psychological identification with his jobs and work. The demands with regard to the job involvement on the teachers of the Higher Secondary Schools are significantly increased and this involvement caters to the needs of the school children, the mental state of their parents and the demands made by the institutions. Teaching school children is a challenging job and this challenge on hand requires patience, endurance and involvement.

Mental health is the ability to face and balance the reality of life. Mentally Healthy people neither underestimate nor overestimate their abilities. They easily accept their own self-respect and show respect to others. They are capable of dealing with most odd situations that come in their way. They enjoy their life and get satisfaction from simple everyday pleasure. Researches show that high level of mental health are associated with increased

learning, creativity and productivity, more pro-social behaviour and positive social relationships, and with improved physical health and life expectancy. Ultimately, mental health is about being cognitively, emotionally and socially healthy, the way one thinks, feels and develops relationships and not merely the absence of a mental health conditions.

When teachers are dissatisfied with their jobs, lack of job involvement, low level of commitment and a whole variety of consequences follow. Dissatisfied teachers may engage in psychological withdrawal, physical withdrawal or even acts of aggression and retaliation for presumed wrongs. Thus, teachers' mental health plays an important role in teaching-learning process. The process of teaching can be considered as an art as well as a science. If the art of teaching is influenced by the state of mind of the teacher', the satisfaction attained through teaching may be influenced by the health of the mind of the teacher. Thus, job satisfaction shows the mentality of the workers towards the working area. The mental health constitutes the totality of the absence of illness, absence of hazards, feeling of security and satisfying the individual psycho - social wants. The findings of the study conducted by **Kartar Singh Thakur and Sanjeev Kumar** (2013) established that there were many factors affecting teachers' mental health and emotionality. Job security, facilities, incentives, exploitation, lack of positive attitude, decision making, and working with associated members, unemployment and cultural variations were such factors which were responsible for teachers' poor mental health and instability in emotions. Thus, the mental health can make the teacher to be balanced in the educational situations as well as in household activities and societal interactions.

Being a teacher educator, meaning more about the significance of the job involvement of higher secondary teachers and its relationship with their mental health, the investigator makes an attempt to study the relationship between job involvement and mental health of higher secondary teachers with respect to certain background variables, namely, gender and marital status of the higher secondary teachers and the subject taught by them and the locality of the school.

3. TITLE OF THE STUDY

The title of the study is precisely stated below.

“Job Involvement and Mental Health among Higher Secondary Teachers”

4. OPERATIONAL DEFINITIONS

The investigator adopted the following definitions for the terms used in this study.

4.1 Job Involvement

The term 'Job Involvement' refers to an individual's psychological identification or commitment to his or her job. It is a part of the employees' commitment process and it enhances employee productivity and sincerity.

4.2 Mental Health

The World Health Organization (2000) defines mental health as a state of wellbeing in which the individual realizes his own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to one's community.

4.3 Higher Secondary Teachers

The term 'Higher Secondary Teachers' refers to the teachers in the schools which provide education up to XII classes. At this level of education, the teachers conduct classes in academic subject namely, Arts, Commerce and Science (medical & engineering).

5. OBJECTIVES OF THE STUDY

5.1 General Objective

To find out the relationship between job involvement and mental health among higher secondary teachers.

5.2 Specific Objectives

1. To find out whether there is any significant difference among higher secondary teachers in their job involvement with respect to the background variables, namely; (i) Gender (men & women), (ii) Marital Status (married & unmarried), (iii) Subject Taught (science & arts) and (iii) Locality of School (rural and urban)
2. To find out whether there is any significant difference among higher secondary teachers in their mental health stress with respect to the background variables, namely; (i) Gender (men & women), (ii) Marital Status (married & unmarried), (iii) Subject Taught (science & arts) and (iii) Locality of School (rural and urban)
3. To find out whether there is any significant relationship between job involvement and mental health of higher secondary teachers.

6. NULL HYPOTHESES

1. There is no significant difference among higher secondary teachers in their job involvement with respect to the background variables, namely; (i) Gender (men & women), (ii) Marital Status (married & unmarried), (iii) Subject Taught (science & arts) and (iii) Locality of School (rural and urban)
2. There is no significant difference among higher secondary teachers in their mental health stress with respect to the background variables, namely; (i) Gender (men & women), (ii) Marital Status (married & unmarried), (iii) Subject Taught (science & arts) and (iii) Locality of School (rural and urban)
3. There is no significant relationship between job involvement and mental health of higher secondary teachers.

7. METHOD USED FOR THE STUDY

The investigator has adopted survey method of research to analyze job involvement and mental health of higher secondary teachers. 'Survey Research' is a procedure in which information is systematically collected from a population through some form of direct solicitation such as face-to-face interview, administering questionnaire.

8. POPULATION FOR THE STUDY

The population for the present study consists of the teachers of Higher Secondary Teachers from 15 Higher Secondary Schools in Tiruchirappalli District, Tamil Nadu, India.

9. SAMPLE

The investigator has used stratified random sampling technique for selecting the sample from the population. The stratification has been made on the basis of gender, locality of school, subject to taught. The sample consists of 140 higher secondary teachers (both men and women) from 15 Higher Secondary Schools.

10. TOOLS

The investigator has used the 'Job Involvement Scale' standardized by Ashok Pratap Singh to ascertain the job involvement among higher secondary teachers.

The investigator has used the 'Mental Health Scale' developed by Ashok Kumar and Rajendran (2016) to ascertain the mental health among higher secondary teachers.

11. ANALYSES OF DATA

Null Hypothesis - 1

There is no significant difference between men and women higher secondary teachers in their job involvement.

Table 1.1
DIFFERENCE BETWEEN MEN AND WOMEN HIGHER SECONDARY TEACHERS IN THEIR JOB INVOLVEMENT

Variable	Gender	Mean	SD	't'	Remarks
Job Involvement	Men	96.28	8.21	2.259	S
	Women	100.32	9.63		

The above Table 1.1 shows that there is significant difference between men and women higher secondary teachers in their job involvement as the calculated 't' value of 2.259 is greater than the table value of 1.96 at 5% level of significance. While comparing the mean scores, women teachers are higher in their level of job involvement than their men counterparts. Hence the null hypothesis is rejected.

Null Hypothesis - 2

There is no significant difference between married and unmarried higher secondary teachers in their job involvement.

Table 1.2
DIFFERENCE BETWEEN MARRIED AND UNMARRIED HIGHER SECONDARY TEACHERS IN THEIR JOB INVOLVEMENT

Variable	Marital Status	Mean	SD	't'	Remarks
Job Involvement	Married	102.68	8.86	2.317	S
	Unmarried	97.51	7.01		

From the above Table 1.2, it is learnt that there is significant difference between married and unmarried higher secondary teachers in their job involvement as the calculated 't' value of 2.317 is greater than the table value of 1.96 at 5% level of significance. While comparing the mean scores, married teachers were higher in their level of job involvement than the unmarried higher secondary teachers. Hence the null hypothesis is rejected.

Null Hypothesis - 3

There is no significant difference in the job involvement of higher secondary teachers teaching arts and science subjects.

Table 1.3
DIFFERENCE IN THE JOB INVOLVEMENT OF HIGHER SECONDARY TEACHERS TEACHING ARTS AND SCIENCE SUBJECTS

Variable	Subject	Mean	SD	't'	Remarks
Job Involvement	Arts	100.56	7.12	1.021	NS
	Science	101.13	8.11		

From the above Table 1.3, it is learnt that there is no significant difference in the job involvement of higher secondary teachers teaching arts and science subjects as the calculated 't' value of 1.021 is less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 4

There is no significant difference between the higher secondary teachers from rural and urban schools in their job involvement.

Table 1.4
DIFFERENCE BETWEEN HIGHER SECONDARY TEACHERS FROM RURAL AND URBAN SCHOOLS IN THEIR JOB INVOLVEMENT

Variable	Locality of School	Mean	SD	't'	Remarks
Job Involvement	Rural	99.81	8.42	1.027	NS
	Urban	100.02	8.91		

From the above Table 1.4, it is learnt that there is no significant difference between higher secondary teachers from rural and urban schools in their job involvement as the calculated 't' value of 1.027 is less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 5

There is no significant difference between men and women higher secondary teachers in their mental health.

Table 1.5
DIFFERENCE BETWEEN MEN AND WOMEN HIGHER SECONDARY
TEACHERS IN THEIR MENTAL HEALTH

Variable	Gender	Mean	SD	't'	Remarks
Mental Health	Men	99.86	8.59	2.451	S
	Women	104.52	10.21		

The above Table 1.5 shows that there is significant difference between men and women higher secondary teachers in their mental health as the calculated 't' value of 2.451 is greater than the table value of 1.96 at 5% level of significance. While comparing the mean scores, women higher secondary teachers are higher in their mental health than their men counter parts. Hence the null hypothesis is rejected.

Null Hypothesis - 6

There is no significant difference between married and unmarried higher secondary teachers in their mental health.

Table 1.6
DIFFERENCE BETWEEN MARRIED AND UNMARRIED HIGHER
SECONDARY TEACHERS IN THEIR MENTAL HEALTH

Variable	Marital Status	Mean	SD	't'	Remarks
Mental Health	Married	104.51	8.95	1.583	NS
	Unmarried	103.98	8.61		

From the above Table 1.6, it is learnt that there is no significant difference between married and unmarried higher secondary teachers in their mental health as the calculated 't' value of 1.583 is lower than the table value of 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis- 7

There is no significant difference in the mental health of higher secondary teachers teaching arts and science subjects.

Table 1.7
DIFFERENCE IN THE MENTAL HEALTH OF HIGHER SECONDARY
TEACHERS TEACHING ARTS AND SCIENCE SUBJECTS

Variable	Subject	Mean	SD	't'	Remarks
Mental Health	Arts	98.47	8.91	1.991	S
	Science	100.63	10.37		

From the above Table 1.7, it is learnt that there is significant difference in the mental health of higher secondary teachers teaching arts and science subjects as the calculated 't' value of 1.991 is greater than the table value of 1.96 at 5% level of significance. While comparing the mean scores, science teachers are rated higher in their mental health than the arts teachers. Hence the null hypothesis is rejected.

Null Hypothesis - 8

There is no significant difference between higher secondary teachers from rural and urban schools in their mental health.

Table 1.8
DIFFERENCE BETWEEN THE HIGHER SECONDARY TEACHERS FROM RURAL AND URBAN SCHOOLS IN THEIR MENTAL HEALTH

Variable	Locality of School	Mean	SD	't'	Remarks
Mental Health	Rural	98.23	7.45	0.982	NS
	Urban	97.01	8.20		

From the above Table 1.8, it is learnt that there is no significant difference between higher secondary teachers from rural and urban schools in their mental health as the calculated 't' value of 0.982 is less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 9

There is no significant relationship between the higher secondary teachers in their job involvement and mental health.

Table 1.9
RELATIONSHIP BETWEEN THE HIGHER SECONDARY TEACHERS IN THEIR JOB INVOLVEMENT AND MENTAL HEALTH

Variables	' γ '	Remarks at 5% level
Job Involvement	3.16	S
Mental Health		

From the above Table 1.9, it is learnt that there is significant relationship between job involvement and mental health of higher secondary teachers as the calculated ' γ ' value of 3.16 is greater than the table value at 5% level of significance. Hence the null hypothesis is rejected.

12. MAJOR FINDINGS

1. There is significant difference between men and women higher secondary teachers in their job involvement. While comparing the mean scores, women teachers are higher in their level of job involvement than the men higher secondary teachers.
2. There is significant difference between married and unmarried higher secondary teachers in their job involvement. While comparing the mean scores, married teachers were higher in their level of job involvement than the unmarried higher secondary teachers.
3. There is no significant difference in the job involvement of higher secondary teachers teaching arts and science subjects in their job involvement.
4. There is no significant difference between higher secondary teachers from rural and urban schools in their job involvement.
5. There is significant difference between men and women higher secondary teachers in their mental health. While comparing the mean scores, women higher secondary teachers are rated higher in their mental health than their men counter parts.

6. There is no significant difference between married and unmarried higher secondary teachers in their mental health.
7. There is significant difference in the mental health of higher secondary teachers teaching arts and science subjects in their mental health. While comparing the mean scores, science teachers are rated higher in their mental health than the arts teachers.
8. There is no significant difference between higher secondary teachers from rural and urban schools in their mental health.
9. There is significant relationship between job involvement and mental health of higher secondary teachers.

13. INTERPRETATIONS AND DISCUSSION

The Investigator with his observations and field experience has come out with the following interpretations derived from findings of the present study.

The 't' test results of the research variable '**job involvement**' reveal that there is significant difference among higher secondary teachers with respect to their gender (men & women) and marital status (married & unmarried). The married higher secondary teachers being parents partly and the women teachers would understand the difficulties of the students and their parents better than the men teachers. This may be the reason on the part of the married teachers and similarly the women teachers to be more understanding and involved in their teaching profession. The young and the unmarried have a long way to go in understanding the needs of the learners and their parents. Since most of the higher secondary learners have more record work and practical sessions, bookish knowledge may be roughed up and smoothed to suit the needs of the higher secondary learners. Organizing workshops and conferences for professionals in this field to create a better understanding between colleagues, administrators, among parents and coordinators may help the teachers understanding their job profile and be more involved. The findings of the present study is supported by the study conducted by **Moraji** (2002) who found that there was no significant difference between men and women workers in their job involvement. Similar results were obtained by **Laxman and Ishwar** (2007) of the study conducted on university teachers and found that there was no significant difference in their job involvement based on the cadre of the teachers and other demographic variables. But on the other side, the study undertaken by **John Oselenbala Ekora and Finnbars Onomerike** (2004) revealed that the female workers were found to be more involved in their job than the male workers who participated in the study. But there is no significant difference in the job involvement among higher secondary teachers teaching arts and science subjects and between the teachers from rural and urban schools.

The 't' test results regarding the variable '**mental health**' reveal that there is significant difference among higher secondary teachers in their mental health with regard to gender (men and women) and subject taught (arts and science). This finding of the present

research are supported by the study conducted by **Neetu Dagar and Madhu Mathur** (2016) that male teachers reported good mental health when compared to female teachers. And a similar study conducted by **Maninder Mallhi and Satpal Grewal** (2009) on the teachers of elementary schools reported that there was significant difference between male and female teachers of elementary schools in their mental health. The findings of the present investigation are supported by the study conducted by **Mehar and Sekhari** (2013) revealing that there was significant difference in the mental health of male and female under graduate science students and also in the mental health of the undergraduate students of humanities. Likewise the findings of the study conducted by **Gracious and Vimal** (2007) revealed that there was significant difference between male and female college students in their mental health. The studies referred above confirm that the gender had significant impact on the mental health of the subjects. On the other hand, **Ramesh and Selvakumar** (2014) confirmed through their study that there was no significant difference between male and female teachers of primary, secondary and higher secondary schools. Likewise, the findings of the study conducted by **Ramesh** (2014) indicated that there was no significant difference between male and female primary school teachers in their mental health. The study conducted by **Pradeepkumar** (2012) showed that there was no significant difference between male and female B.Ed., trainees in their mental health.

The 't' results reveal that there is no significant difference in the mental health of higher secondary teachers with regard to marital status (married & unmarried) and locality of school (rural & urban). The study conducted by **Ramesh and Selvakumar** (2014) reported that there was no significant difference between teachers from rural and urban primary, secondary and higher secondary schools in their mental health. On the contrary, the study conducted by **Chanderkant Gorsy, Neeraj Panwar and Sandeep Kumar** (2015) reported that the teachers posted at schools located in urban area were found better on mental health as compared to the teachers posted at schools located in rural areas. Similarly, the study undertaken by **Sujitha Jasmine and Francisca** (2012) reported that there was significant difference between rural and urban students of higher secondary schools in their mental health.

The results of the correlation analysis reveal that there exists significant relationship between job involvement and their mental health. The finding of the present study is supported by the study conducted by **Kumar** (2014) reporting that there was high significant positive relationship between value conflict and mental health of B.Ed., students. Similarly, the findings of the study undertaken by **Shankar and Jebaraj** (2006) showed that there was high significant positive relationship between mental health and academic achievement of tsunami affected adolescent orphan children.

14. CONCLUSION

Teaching is a profession which carries more than its share of rewards, although they are somewhat better than people in other lines of work. With reference to any profession, every moment weighs heavy with expectations to achieve and accomplish and the profession of teaching involves total attention and commitment from the teacher's part in general and higher secondary teachers in particular. Job involvement of the school teachers is the indicator of the commitment of one's self towards the job and the satisfaction attained in doing it. It is up to the management to identify, prepare, make the necessary modifications, assign responsibilities and satisfy the requirements in the job so that the teachers can perform them with higher levels of job involvement and work with greater job satisfaction. It is here emphasized that more the job involvement, the greater would be the satisfaction they derive from their occupation. Job involvement helps the teachers to enjoy the job given to them while orienting towards a goal. It also signifies that a lot more has to be done to increase the job involvement of the teachers in order to retain them in their job and to make it an interesting profession. It's a known fact that one's success depends upon his positive attitude which is based on his/her good mental health. Mental health which today is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. Mental health implies that the individual's behaviour should be balanced and also should be maintained in every situation. Researches show that high level of mental health is correlated with increased creativity, involvement, commitment and productivity. On the line with the above discussion, the findings of the present research also confirm that there is a positive relationship between job involvement and mental health of the higher secondary teachers. In a nutshell, positive attitudinal changes and perceptual reforms in the teachers enhance the level of mental health and in turn lead to increased job involvement and job commitment among teachers.

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