

RELATIONSHIP BETWEEN MENTAL HEALTH STATUS AND JOB SATISFACTION OF COLLEGE TEACHERS

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Abstract

Teaching is one of the noblest profession. Teachers role become crucial at the apex of the educational pyramid, especially for higher education, which provides an opportunity to reflect on the issues of the society. The whole set up of higher educational flora has been considerably changed. Today, life become so dynamic and in order to perform the duty with commitment, the mental health of teachers is very crucial. Mental health encompasses fulfilling relationships, adaptive thinking and behaviour, high self esteem and coping strategies (Santor, Short & Ferguson, 2009). One of the factors that influence the mental health of teachers is job satisfaction. Robbins (2005) Job Satisfaction focuses on the feelings of a person about his or her job. The present study is intended to find out the relationship between Mental Health Status and Job Satisfaction of college teachers. The sample consisted 419 college teachers, from three districts Thrissur, Thiruvananthapuram, Kasargod of Kerala state, collected using stratified random sampling technique. Mental Health Status Scale and Job Satisfaction Questionnaire used to collect the data. Descriptive and inferential statistical techniques used for the analysis were the computation of arithmetic mean, standard deviation, critical ratio, Karl Pearson's coefficient of correlation. The major finding of the study reveals that there is positive relationship between mental health status and job satisfaction among college teachers.

Key terms: Mental Health Status, Job Satisfaction, Higher Education, College Teachers

INTRODUCTION:

Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards a knowledge economy and society, more and more young Indians are likely to aspire for higher education. NEP 2020 too exhorts, teacher plays the most important role in nation-building by creating high quality of human resource in their classrooms. Unless and until teacher is a fully competent person, greatly interested and involved in the work and does the job satisfactorily, all other efforts that are taken to effect any improvement in the field of teaching are bound to fail. Mental Health Status and Job Satisfaction of the teacher are two such important aspects which will be reflected in the teacher's behaviour, and in teaching and which has an indirect influence on learners.

Mental Health refers to cognitive, behavioural, and emotional well being. Chanderkant, Neeraj and Sandeep (2015) conducted study on mental health among secondary school teachers, results reveals that significant difference among teachers based on demographic variables like gender, locale, type of institution. In the present world of professional competence everyone is threatened by increasing competitions and degraded circumstances. The mental health plays a pivot and vital role in human life, especially social engineers. Mental Health includes every aspect and dimension of human personality and adjustment to own self, others and environment. The mentally healthy teacher can adapt himself and herself to every best and worst condition of professional and personal life. Kumar (2013) reported results

of t-test reveals that urban elementary school teachers scored higher mean scores($t=-16.06;p<.01$)whereas, elementary school teachers from rural schools are scored low on mental health. Meaning thereby, awareness of self -mental health would make elementary school teachers to cope with stressful situation in an enhanced way and are in a better position to perform appraisal of learners' undesirable behaviour.

Job satisfaction has been the centre of concentration of research in education. The term job satisfaction came in vague in 1935 with the publishing of a book 'job satisfaction' by Hoppock, the first industrial psychologist. Teachers are key facilitators of knowledge and play a vital role in nation building. Satisfied teachers can more effectively fulfill their duties to facilitate all stake holders in achieving the development and success of the nation through knowledge, skills and their implications. Many studies have revealed that teachers are dissatisfied with teaching (van Den Berg,2002;Stone &Dinham,2001).George and Jones (2008),view job satisfaction as the collection of feelings ,beliefs, and attitudes about the job, especially about work and its kinds and about co-workers, supervisors, subordinates and pay.

The key stone of the entire educational enterprise is the teacher. Without her zeal to teach and her will to learn, the classroom remains the wilderness of wasted logic. There can be no substitute for the courageous warmth of the teacher who seeks to understand herself, her learners and what happens between them during the teaching-learning process. When we consider the influence on both adjustment and achievement of a host of learners which the teacher can have, the teacher's mental health status assumes even greater importance than that of any other person in the college. Job satisfaction of the teacher is the another important factor which has an indirect influence on learners. To know whether there is any significant relationship between mental health status and job satisfaction –both of which have an indirect influence on the achievement and adjustment of learners - the investigator finds it fruitful to study on the influence of mental health status on the job satisfaction of college teachers.

STATEMENT OF THE PROBLEM

The title of the study entitled as **RELATIONSHIP BETWEEN MENTAL HEALTH STATUS AND JOB SATISFACTION OF COLLEGE TEACHERS.**

OPERATIONAL DEFINITIONS OF KEY TERMS

Mental Health: Mental Health is a state of being conducive to harmonious and effective living and is a relatively enduring state, where the person is well adjusted, has a zest for living and its attaining self-actualisation or self-realisation .In the present study, it is used as the ability to adjust satisfactorily to the various strains of the environment.

Job Satisfaction: Job Satisfaction is the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job Satisfaction is the result of various attitudes possessed by an employee towards job in relation to such factors as wages , employment conditions, social and economic status, social relationship, fair treatment by employees, steadiness of employment, condition of work and similar items concerned with it.

College Teacher: College is a tertiary education or higher education establishment, usually of junior status to university. College teacher is a person employed by a college to teach the future assets of nation possessing post graduation degree and above.

OBJECTIVES OF THE STUDY

1. To findout the mental health status of college teachers for the total samples and sub samples.
2. To findout the job satisfaction of college teachers for the total samples and sub samples
3. To findout the relationship between mental health status and job satisfaction of college teachers based on total sample and sub samples.

4. To compare the mental health and job satisfaction of college teachers based on gender ,locale, type of institution, and length of professional experience.

HYPOTHESES OF THE STUDY

1. There is significant relationship between mental health status and job satisfaction of college teachers.
2. Mental health status and job satisfaction of college teachers vary with respect to gender, locale, type of institutions and length of professional experience.

METHOD ADOPTED FOR THE STUDY

Normative survey method was used for the present study. Stratified random sampling technique was used. The sample randomly selected for the study consists of 419 college teachers from three districts Thiruvananthapuram, Thrissur, Kasaargod of Kerala state. Mental Health Status Scale and Job Satisfaction Questionnaire were used to measure the mental health and job satisfaction of college teachers. The descriptive and inferential statistical techniques included arithmetic mean, standard deviation, critical ratio, Karl Pearson's t coefficient of correlation method , for the analysis of collected data .

VARIABLES OF THE STUDY

The study was designed with Mental Health Status as independent variable and Job Satisfaction as dependent variable. The four basal variables that would possibly influence dependent variable selected for the study include gender, locale, type of institution, years of professional experience

SAMPLE SELECTED

The sample consist of 419 college teachers of various colleges of Thiruvananthapuram, Thrissur, Kasargod districts by using stratified random sampling method. Breakups of the basal variables based on sub samples are as follows.

Table 1

Distribution of Sample based on Basal variable

Group	Sub Samples	N
Gender	Male	129
	Female	290
Locale	Urban	111
	Rural	308
Type Of Institution	Government	132
	Aided	287
Length Of Professional Experience	Below 15 Years	107
	Above 15 Years	312

TOOLS AND STATISTICAL TECHNIQUES USED FOR THE STUDY

The following standardized tools were used for measuring variables involved in the study. Investigator adopted standardized tool of Mental Health Status Scale developed by DR.Sam Sananda Raj to collect data from the sample. Investigator prepared a Job Satisfaction Questionnaire to find out the job satisfaction of college teachers. The specific objectives and the hypotheses of the study indicated the statistical techniques to be used for analyzing the data. The major statistical techniques used for data analysis are Mean, Standard Deviation, Critical Ratio, Karl Pearson's Coefficient of Correlation.

RESULTS AND DISCUSSIONS

The important findings of the study are the following:

I The comparison of the mean job satisfaction scores of teachers in high, average and low mental health groups made it possible to make the following conclusions.

Job satisfaction of the teachers increases with their mental health status. This conclusion is supported by the following findings of the analysis:

Table 2

Job Satisfaction mean score of High Mental Health Group and Low mental Health Group of College Teachers

Mental Health Status	Mean	S.D.	Critical Ratio	P
HMHG	114.77	14.22		
LMHG	106.76	16.05	2.56	P<0.05

Table 2 shows that the mean scores of High Mental Health group (HMHG) teachers is higher compared to Low Mental Health Group (LMHG) teachers. The critical ratio is 2.56, where $P < 0.05$, which is significant. It is clear from the table that there exists significant difference in the mean scores of High Mental Health group (HMHG) teachers and Low Mental Health Group (LMHG) teachers with respect to Job satisfaction.

Table 3

Job Satisfaction mean score of High Mental Health Group and Average Mental Health Group of College Teachers

Mental Health Status	Mean	S.D	Critical Ratio	P
HMHG	114.77	14.22		
AMHG	111.4	15.6	1.45	P>0.05

Table 3 shows that the mean scores of High Mental Health group (HMHG) teachers are higher compared to Average Mental Health Group (AMHG) teachers. The critical ratio is 1.45, where $P > 0.05$, which is not significant. It is clear from the table that there exists no significant difference in the mean scores of High Mental Health group (HMHG) teachers and Average Mental Health Group (AMHG) teachers with respect to Job satisfaction.

Table 4

Job Satisfaction mean score of Average Mental Health Group and Low Mental Health Group of College Teachers'

Mental Health Status	Mean	S.D	Critical Ratio	P
AMHG	111.4	15.16		
LMHG	106.76	16.05	.193	P>0.05

Table 4 shows that the mean scores of Average Mental Health group (AMHG) teachers are higher compared to Low Mental Health Group (LMHG) teachers. The critical ratio is 0.193, where $P>0.05$, which is not significant. It is clear from the table that there exists no significant difference in the mean scores of Average Mental Health group (AMHG) teachers and Low Mental Health Group (LMHG) teachers with respect to Job satisfaction.

II Comparison of means scores of mental health status of male and female college teachers led to the following conclusions:

Table.5

Mental Health Status scores based on Gender

Mental Health Status based on Gender	Mean	Critical Ratio	P
Male	266.04		
Female	268.16	.968	P>0.05

From the table 5, the mental health status of female college teachers was greater than that of male college teachers. This conclusion is supported by the findings in Table 5 that the mean of mental health status scores of male and female teachers were 266.04 and 268.16 respectively. The critical ratio is .968; $P>0.05$. That is, there is no significant difference in the mean scores of mental health status of male and female.

Table 6

Job Satisfaction scores based on Gender

Job Satisfaction based on gender	Mean	Critical Ratio	P
Male	109.41		P<0.01
		4.87	and
Female	116.68		0.05

From the table 6, the job satisfaction is higher in female college teachers than in male college teachers. This conclusion is supported by the findings that the mean job satisfactions scores for male and female teachers were 109.41 and 116.68 respectively. The critical ratio is 4.87; $P<0.01$ and 0.05, which is depicted in Table 6. That means, there is significant difference between job satisfaction scores of male and female college teachers.

III Comparison of mean scores of job satisfaction of government and private aided college teachers led to the following conclusions.

Although there is no significant difference between the mean mental health status of government and private aided college teachers, the difference was found in favour of aided college teachers. This conclusion is supported by the scores depicted in table 7 & 8.

Table 7

Mental Health Status scores based on type of institution

Mental Health Status based on type of institution	Mean	Critical Ratio	P
Government College Teachers	266.04		
Private aided College Teachers	268.16	.968	P>0.05

In table 7, the mean scores were 266.7 and 267.09 for government and private aided college teachers respectively. The critical ratio is 0.126; P>0.05. From this we can infer that there is no significant difference between the mean mental health status scores of government and aided college teachers with respect to Mental Health.

Table 8

Job Satisfaction scores based on type of Institution

Job Satisfaction based on type of institution	Mean	Critical Ratio	P
Government College Teachers	112.11		
Private aided College Teachers	108.81	1.91	P>0.05

From table 8, it was found that there is no significant difference between the job satisfaction scores of government and private aided college teachers. But the mean job satisfaction scores of private aided college teachers are greater than that of mean job satisfaction score of government college teachers. This is evident from the table 8, where the mean scores of government and private aided college teachers viz., 112.11 and 108.81 respectively. The critical ratio is 1.91; P>0.05. Hence, we can conclude there is no significant difference between the mean scores of job satisfaction of government and private aided college teachers.

IV Comparison of the mean scores of mental health status and job satisfaction of college teachers on the basis of the length of professional experience helped to reach the following conclusions:

Table 09

Mental Health Status Scores based on length of Professional Experience

Mental Health Status based on length of service	Mean	Critical Ratio	P
Less than 15 Years	270.06		
15 Years and Above	267.42	1.19	P>0.05

Mental health status of college teachers having a service up to 15 years is slightly greater than that of those having a service more than 15 years, though difference is not statistically significant. This conclusion is supported by the findings that the mean scores were 270.06 and 267.42 respectively for the two groups. The critical ratio is 1.19; $P > 0.05$ (Table 9), which shows that there is no significant difference between the mental health status scores of the two groups.

Table 10

Job Satisfaction Scores based on length of Professional Experience

Job Satisfaction	Mean	Critical Ratio	P
Less than 15 Years	109.36		
15 Years and Above	112.45	2.06	$P < 0.05$

Length of service influence the job satisfaction of teachers to some extends only. Teachers having a service more than 15 years have a greater job satisfaction than those having services less than 15 years. This conclusion is sustained by the findings in the Table 10, that the mean scores were 109.36 and 112.45 respectively for the two groups less than 15 years of service and above. The critical ratio is 2.06; $P < 0.05$, which proves that there is significant difference between the job satisfaction of the two group. The different was found to be in favour of teachers with service more than 15 years.

V Analysis of relationship between total mental health status and job satisfaction of college teachers, for the total sample, led to the following conclusion.

Table 11

Coefficient of Correlation between Mental Health Status and Job Satisfaction of College Teachers

Coefficient Of Correlation between mental health status and job satisfaction of college teachers	Value of r	P
	0.0784	$P < 0.05$

The coefficient of correlation between mental health status and job satisfaction of college teachers was found to be 0.0784 which is significant at .05. From the table 11, it is clear that, even though the results shows there is negligible relationship, between mental health status and job satisfaction of college teachers, the coefficient of correlation is positive.

CONCLUSION

The first hypothesis of the present study states there will be a positive relationship between mental health status and job satisfaction of college teachers. The relationship between the above the mentioned variables were found out by computing the coefficient of correlation. The coefficient of correlation was very low (0.0784) The 't' value is calculated to find out the significance in the relationship between the two variables. The 't' value calculated is less than 1.97 and 2.59 at .05 and .01 level respectively. Even though there is negligible relationship between mental health status and job satisfaction of the college teachers, the coefficient of correlation is positive. So we can accept the first hypothesis.

The second hypothesis states that mental health status and job satisfaction of college teachers vary with respect to sex, locale, and type of college, educational qualification and length of service. The mental health status of college teachers does not vary significantly with respect to sex, locale, type of college, educational qualification and years

of service. The job satisfaction of college teachers does not vary significantly with respect to sex and years of service, hence, the second hypothesis can be partially accepted.

From the present study we can conclude that there exists a positive relationship between mental health status and job satisfaction of college teachers.

IMPLICATIONS OF THE STUDY

The study reveals the relationship between mental health status and job satisfaction of college teachers. Since these variables are important from the point of view of educational practices, the following suggestions can be worked, for improving certain existing trends.

1. Special mental health programmes should be provided for the teachers and educational administrators.
2. There should be conducive atmosphere in the colleges for the teachers to express freely their ideas and necessities before the authorities.
3. The teacher-student ratio should be limited according to the rules.
4. The work load of the teachers should be reduced.
5. Only competent and trained persons should be selected as teachers.
6. Reasonable remuneration and chances for promotion should be given to the teachers.
7. Establishment of a parent- teachers association in the colleges, especially parent conferences have been found to be extremely helpful on certain factors like academic policies, co-teachers, lack of interest on the part of the parents in their children's education, poor quality of the students etc.
8. Teacher expressed dissatisfaction with insufficient in service training programmes. Such problems can be solved by the government by proper planning of the academic programmes and by allocating necessary funds for the in-service training programmes.
9. Unhealthy atmosphere among the teachers is undesirable. The proverb so are the "teachers as are the students" holds good in this context more than anywhere else.
10. Principal may find time to maintain close relationship and intimacy with the subordinates. Mutual understanding between them helps them to work easily, enthusiastically and happily for the development of the institution.
11. The government should allot more funds and provide more in service training programmes, working facilities to the college teachers.
12. It would be well for the administrators to use attitude and personality measures in the process of selection of teachers.

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