

# Mental Health and Job Satisfaction Non Grant Secondary School Teachers

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**Abstract:** *The present study is an attempt to find out the difference in teaching attitude of non-grant teachers in relation to job satisfaction. A descriptive survey method was used. A sample of 150 (150 male + 150 female) non-grant Secondary school Teacher was randomly selected. Teacher's Job Satisfaction Scale by Mudgil, Muhar and Bhatia and Mental Health Battery by Singh and Gupta (1983) were used to assess the teaching attitude and job satisfaction of teachers. Mean, Standard Deviation and 't' test was used to analyze the data. The findings of the study revealed: Mean, Standard Deviation and 't' test was used to analysis the data. The findings of the study revealed: (i) Female teachers were found to possess more favorable attitude towards teaching than male teachers; (ii) Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers; and (iii) a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers was found. Therefore, to identify the attitude of teachers towards teaching profession in relation to their job satisfaction is the need of hour. Hence, the investigator attempts to study the attitude of teachers towards teaching of senior secondary school teachers of Pune District in relation to their mental health and job satisfaction.*

**Keywords:** Job satisfaction, Mental Health, non-grant Secondary school Teacher.

## I. INTRODUCTION

The world health origination (WHO) had described the health in more comprehensive term that includes physical health, psychological health, social and emotional well-being. The professions working in the health related areas are aware that most of the physical illness (e.g. cardiac disorders, cancer, hyper tension, etc.) also have the psychological components associate with it. But it is generally seen that, they had fail to give the attention to psychological factors. The lay person is the one who is completely unaware of their psychological health Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important place in improvement of education. Teachers' role in society in general and in education has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmers. The main quality of teacher is the positive attitude towards education. He /She must have the ability to get satisfied from their respective jobs. So educational programme should inculcate the qualities in teacher, so that he/she may be in his best position to impart education to students. The attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme. By developing teachers' with desirable attitude or by shaping their attitudes in desired, effective and productive learning on the part of pupils can achieved. Therefore, to identify the attitude of teachers towards teaching profession in relation to their job satisfaction is the need of hour. Hence, the investigator attempts to study the attitude of teachers towards teaching of senior secondary school teachers of Pune District in relation to their job satisfaction

### 1.1 Concept used in the Study

#### A. Mental Health

According to the WHO mental health depends upon biological and social factors, its transient and not the static in nature. Mental health is a complete of physical, mental and social well-being and not merely absence of the disease or infirmity. It involves a) An ability to relate to the other and society in a healthy way. b) An ability to change the external environment. c) An ability to handle one's own emotions in such a way that doesn't have any adverse effect on the



others, but it does give satisfaction to oneself. Mental health can be seen as a continuum, where an individual's mental health may have many different possible values. Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if they do not have any diagnosable mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Many therapeutic systems and self-help books offer methods and philosophies espousing strategies and techniques vaunted as effective for further improving the mental wellness of otherwise healthy people. Positive psychology is increasingly prominent in mental health. A holistic model of mental health generally includes concepts based upon anthropological, educational, psychological, religious and sociological perspectives, as well as theoretical perspectives from personality, social, clinical, health and developmental psychology. A wellness model includes one developed by Myers, Sweeney and Witmer (2004). It includes five life tasks -essence or spirituality, work and leisure, friendship, love and self-direction-and twelve sub tasks-sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem solving and creativity, sense of humor, nutrition, exercise, self care, stress management, gender identity, and cultural identity-are identified as characteristics of healthy functioning and a major component of wellness. The components provide a means of responding to the circumstances of life in a manner that promotes healthy functioning. Most of the US Population is not educated on Mental Health. Lack of a mental disorder See also mental disorder

Mental health can also be defined as an absence of a major mental health condition (for example, one of the diagnoses in the Diagnostic and Statistical Manual of Mental Disorders) though recent evidence stemming from positive psychology (see above) suggests mental health is more than the mere absence of a mental disorder or illness. Therefore the impact of social, cultural, physical and education can all affect someone's mental health. Cultural and religious considerations. Mental health can be socially constructed and socially defined; that is, different professions, communities, societies and cultures have very different ways of conceptualizing its nature and causes, determining what is mentally healthy, and deciding what interventions are appropriate. Thus, different professionals will have different cultural and religious backgrounds and experiences, which may impact the methodology applied during treatment.

Research has shown that there is stigma attached to mental illness. In the United Kingdom, the Royal College of Psychiatrists organized the campaign Changing Minds (2003) to help reduce stigma. Many mental health professionals are beginning to, or already understand, the importance of competency in religious diversity and spirituality.

### **B. Job Satisfaction**

The term 'Job satisfaction' refers to the perceived feelings of an employee towards his job. It is a psychological feeling and has both rational and emotional elements. The job satisfaction, being a global aspect is affected by a large array of variables such as salary, promotion, age, experience, primary and secondary needs, opportunities for advancement, congenial working conditions, competent and fair supervision, degree of participation in goal setting, and perception of the employees. According to Good's 'Dictionary of Education' (1973) job satisfaction means-'a quality, level or state of satisfaction which is the result of various interests, attitude of person towards his job' The teacher is the most important and effective factor in any educational system. In this regard the role of engineering college teachers are very important. The teachers of engineering colleges are those persons who are actively related to the activity of giving knowledge and principles related to the professional practice of engineering. They help the students in acquiring the initial education for becoming an engineer. Therefore, a teacher should have high academic and professional attainments and should be allowed to work peacefully. The effectiveness of any educational system depends upon the job satisfaction of the teacher. The job satisfaction of an engineering college teacher is very necessary for progress of the higher education system and to make them effective. Present study tried to study the job satisfaction of engineering college teachers of Assam on the basis of their age groups and faculties

Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be made a vehicle for the achievement of a higher end. Undoubtedly, it can be said that the job satisfaction is widely accepted psychological aspect of effective functioning in any profession. However, a more comprehensive approach requires that many additional factors such as employer's age, health, temperament, desires and level of aspiration, family relationship, social status, recreational out-lets, activity in organizations etc. Should be considered. Those who are satisfied with their firms and their work are called ideally adjusted. Job-satisfaction gives happiness, efficiency and

success in one's professional-activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfillment of the set goal. The concept of 'job-satisfaction' has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. When there is satisfaction in job, work is done with great care and sincerity "Job satisfaction is the whole matrix of job factors that make a person like work situation and be willing to lead for it without distaste at the beginning of this work day."

### 1.2 Statement of the Problem

"Mental health and job satisfaction among non-grant Secondary school Teacher"

### 1.3 Significance of the Problem

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude he/she possesses for the profession. The positive attitude helps teacher to develop a conductive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Hence, the investigator attempts to study the attitude of teachers towards teaching of senior secondary school teachers of Pune District in relation to their job satisfaction..

### 1.4 Objectives of the Study

Job Satisfaction and mental health of Secondary Teachers of Pune Districts. 1)To study the relationship between teaching Mental Health and job satisfaction of non-grant Secondary school Teacher .2)To study the difference if any in mental health component of non-grant Secondary school Teacher

### 1.5 Hypotheses

On the basis of theoretical background and logical supposition, in the present study the following hypotheses are framed. 1) There is no significant difference in job satisfaction and mental health of non-grant Secondary school Teacher of Pune Districts on the basis of their age groups.2) There is no significant difference in job satisfaction and mental health between non-grant Secondary school Teacher of Pune Districts.

## II. REVIEW OF LITERATURE

In the mid-19th century, William Sweetzer (1998) was the first to clearly define the term "Mental hygiene", which can be seen as the precursor to contemporary approaches to work on promoting positive mental health. Isaac Ray, one of thirteen founders of the American Psychiatric Association, further defined mental hygiene as an art to preserve the mind against incidents and influences which would inhibit or destroy its energy, quality or development. At the beginning of the 20th century, Clifford Beers founded the National Committee for Mental Hygiene and opened the first outpatient mental health clinic in the United States. Perspectives.

- **Mental well-being:-**Mental health can be seen as a continuum, where an individual's mental health may have many different possible values Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if they do not have any diagnosable mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Many therapeutic systems and self-help books offer methods and philosophies espousing strategies and techniques vaunted as effective for further improving the mental wellness of otherwise healthy people. Example of a wellness model includes one developed by Myers, Sweeney and Witmer (2003). It includes five life tasks -essence or spirituality, work and leisure, friendship, love and self-direction-and twelve sub tasks-sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem solving and creativity, sense of humor, nutrition, exercise, self-care, stress management, gender identity, and cultural identity-are identified as characteristics of healthy functioning and a major component of wellness. The components provide a means of responding to the circumstances of life in a manner that promotes healthy functioning. Most of the US Population is not educated on Mental Health. Lack of a mental disorder See also,

- **Mental disorder:-** Mental health can also be defined as an absence of a major mental health condition (for example, one of the diagnoses in the *(Diagnostic and Statistical Manual of Mental Disorders)* though recent evidence stemming from positive psychology (see above) suggests mental health is more than the mere absence of a mental disorder or illness. Therefore the impact of social, cultural, physical and education can all affect someone's mental health. Cultural and religious considerations Mental health can be socially constructed and socially defined; that is, different professions, communities, societies and cultures have very different ways of conceptualizing its nature and causes, determining what is mentally healthy, and deciding what interventions are appropriate. Thus, different professionals will have different cultural and religious backgrounds and experiences, which may impact the methodology applied during treatment. Research has shown that there is stigma attached to mental illness. In the United Kingdom, the Royal College of Psychiatrists organized the campaign Changing Minds (1998-2003) to help reduce stigma. Many mental health professionals are beginning to, or already understand, the importance of competency in religious diversity and spirituality. The American Psychological Association explicitly states that religion must be respected. Education in spiritual and religious matters is also required by the Association. Keyes, Corey (2002). "The mental health continuum: from languishing to flourishing in life". Witmer, Sweeny (2000). "A holistic model for wellness and prevention over the lifespan". Myers, Sweeney, (2004). "A factor structure of wellness: Theory, assessment, analysis and practice." "The wheel of wellness counseling for wellness: A holistic model for treatment planning". According to the UNO Rules on Equalizations of Opportunities for People with Disabilities, mental illness is "A disorder, illness or disease that affects thought processes, perception of reality, emotions or judgment, or that result in disturbed behavior". Singh (2007) indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching. Ghanti and Jagadesh (2009) revealed that teachers working in government and private secondary schools did not differ significantly in their attitude towards teaching profession and male and female teachers' did not differ significantly in their attitude towards teaching profession. Ghosh and Bairagya (2010) in their study concluded that female secondary teachers possess more favorable attitudes towards teaching profession than male teachers. Benjamin et al. (2011) also supported this view that female student teachers had more favorable attitude towards teaching profession than male student teachers. Lal and Shergill (2012) revealed that female degree colleges' teachers have more favorable attitude towards education as compared to their male counterparts. Male and female teachers are not different from each other on job satisfaction variable.

### III. RESEARCH METHODOLOGY

Descriptive Survey Method was used to conduct the study.

#### 3.1 Selection of the Sample

By using stratified random sampling method the researcher selected 300 sample teachers from non grant secondary school /Institutions of Pune Districts. For this research, one hundred and twenty (150 male +150 female) non grant secondary school .were selected from Pune district from non grant secondary school teacher.

#### 3.2 Tools

1. Teacher's Job Satisfaction Scale by Mudgil, Muhar and Bhatia to assess the job satisfaction.
2. **Mental Health Battery** - By Singh and Gupta (1983) This test is consists of 130 items designed to measures six component of mental health. Emotional stability Over-all adjustment, Autonomy, Security-Insecurity, Self-concept, Intelligence.

#### 3.3 Limitation of the Study

- 1).The study is confined to non-grant Secondary school Teacher Institutions of Pune District.
- 2). The present study is primarily concerned with the job satisfaction of non-grant Secondary school Teacher of Pune District and not with the teachers working in private non-grant Secondary school Teacher of Pune District.



3). The study is also not concerned with the teachers working as contractual basis in this non-grant Secondary school Teacher.

3.4 Statistical Techniques Used

Mean, Standard Deviation and 't'-test were used to obtain the results. 'T-test, Mean Mental health Scores of teachers of Different non-grant Secondary school Teacher.in terms of Categories/Faculties The present study will be a conducted on randomly selected 300 Teacher. For the present study both male and female student with age between 20 years will be considered. Out of 300 Teacher, 150 will be male Teacher and 150 will be female Teacher

3.5 Hypotheses

On the basis of theoretical background and logical supposition, in the present study the following hypotheses are framed.

- 1. There exists no significant difference between male teacher and female teacher in terms of attitude.
2. There exists no significant difference between male teaches and female teacher in terms of mental health.

3.6 Scope and Limitation

This study is carried on 300 Teacher's sample, residing at Pune, District of Maharashtra state. Both the equal number of male and female Teacher's will be included in the study.

3.7 Variables and Tools

Mental Health Battery

By Singh and Gupta (1983) ; This test is consists of 130 items designed to measures six component of mental health. Emotional stability Over-all adjustment, Autonomy, Security-Insecurity, Self-concept, Intelligence.

The Reliability and validity of Mental Health Battery

For the study of mental health researcher used Mental Health Battery (MHB) by Arun Kumar Singh Ph.D. and Alpana Sen. Gupta, Ph.D; MHB intend to assess the status of mental health of person in the age of 18 to 45 and it also measures the subject's high and low socio-economic status The reliability of the Mental Health Battery (MHB) was computed using split-half method of reliability. Spearman-Brown prophecy formula was used for split half reliability. .694. The overall reliability of questionnaire was. .717, Test- Retest reliability for the Mental Health Battery (MHB) was .884. Reliability: The overall reliability coefficient of the MHB was found to be .67. The split-half reliability coefficient of the sub-scales of MHB was calculated using Spearman-Brown formula, ranges from .60 to .82.A five point qualitative criterions has been developed for classifying sample with respect to their mental health. Validity: Both face and content validity was scale measured by giving the scale to eighteen experts to evaluate the test items. Only those items with at least 75 per cent agreement among the judges were selected in the scale. For content validity the dimensions This test is consists of 130 items designed to measures six component of mental health such as emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept, and intelligence.MHB was validated against the different tests developed earlier. Validity Coefficients of mental health 0.681 part I to VI.

Table with 4 columns: Part of MHB, N, Reliability, validity. Rows include Emotional stability, Overall adjustment, Autonomy, Security-Insecurity, Self concept, and Intelligence.

Marathi Translation

The items in the scale will be translated in Marathi using backward translation method and will be rearranged according to the original order in booklet. Then this Marathi translation will be administered to the parents



Operational Definitions of Variables used in the Study

A. Mental Health

“Mental health is an ability of a person to adjust effectively to the demands of environment and to feel secure, it also includes an ability of a person to see the positive aspect of him-self and express his emotions in controlled way.”
“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” “List us define Mental Health as the adjustment of human being to the world and each other with maximum of effeteness’ and happiness. It is ability maintain even temper an alert intelligence socially consider behavior and happy disputation”.

Procedure of Data Collection

After the rapport is established, the tests will be administered individually, under normal conditions, without having any external disturbances. The male and female Teacher’s will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose. During their attempt to complete the tests, they will be allowed to ask any doubt that comes to their mind, which will be then clarify. General instructions will be given before the testing. Specific instructions printed at the beginning of the scale will be read out to the participants and it will ensure that they will follow them. Tests will be administered individually, under normal conditions, without having any external disturbances in the following sequence (a) Mental health battery.(b) Job Satisfaction Scale The male and female Teacher’s will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose.

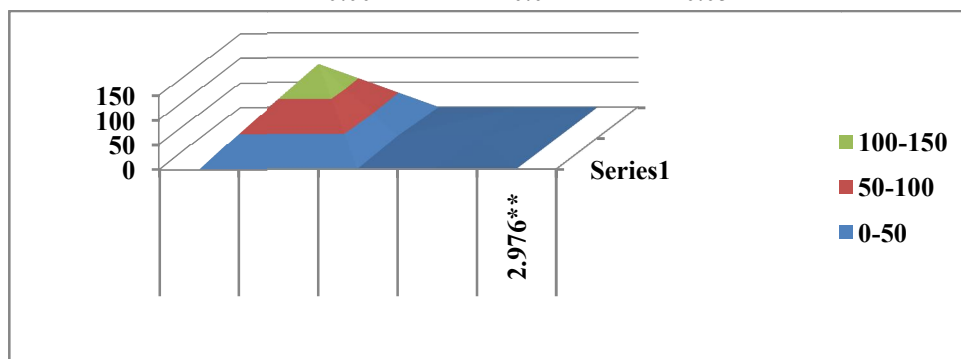
Statistical Analysis

Normality of ratio of the variables is tested. Most of the variables show normality in the data. To investigate the significant difference if any, between male and female Teacher’s level in terms of attitudes variables, Mental health and job satisfaction ‘t’ test was used. The descriptive statistics such as Mean and SD were computed for three dependent variables and their levels as per different age groups. These values are used for interpreting the results.

Table 1: Mean, Standard Deviation and 't' values of Teaching Attitude of male and female non grant secondary school teachers

Table with 5 columns: Gender, N, Means, SD, 't' Value. Rows for Male Teacher and Female Teacher. 't' Value is 2.976\*\*.

\*\*\* P<0.001 \*\* P<0.01 \*P<0.05



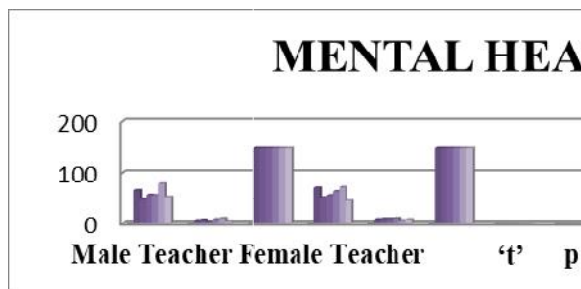
The table 1 shows that the mean teaching attitude score of male and female secondary school teachers are 3.135 and 4.806 respectively. The 't' values is 2.976 which is significant at 0.01 level, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, “There is no significant difference in teaching attitude of male and female secondary schools teachers” is rejected. So it was observed that there is a significant difference between the male and female secondary school teachers regarding teaching attitude. Female teachers were found to possess more favorable attitude towards teaching than male teachers.



**Table 2:** Mean, Standard Deviation and 't' values for Mental Health of Non grant secondary school male and female teachers

Factor	Male Teacher			Female Teacher			't'	p
	M	SD	N	M	SD	N		
Emotional stability	66	6	150	71	8	150	2.03**	0.01
Overall adjustment	49	7	150	52	9	150	1.61**	0.01
Autonomy	57	4	150	56	9	150	1.97**	0.01
Security-Insecurity	56	8	150	64	10	150	3.28**	0.01
Self-concept	79	10	150	72	6	150	2.72**	0.01
Intelligence	53	5	150	46	8	150	1.78**	0.01

\*\*\* P<0.001      \*\* P<0.01      \*P<0.05

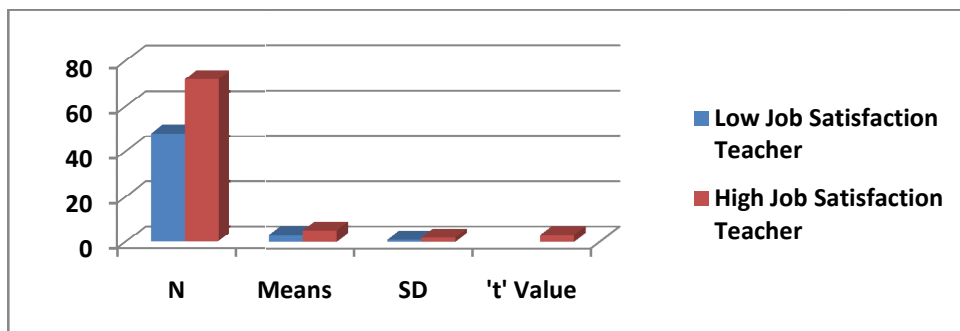


The significant difference (t (299)=2.03 p<0.01) between female teachers and male teachers group was found on **emotional stability** in which the mean score of the teachers with female teachers was 71.00 and mean score of the male teachers was 66.00. The significant difference (t (299)=1.61 p<0.01) between female teachers and male teachers group was found on **Overall adjustment** in which the mean score of the teachers with female teachers was 52.00 and mean score of the male teachers was 49.00. The significant difference (t (299)=1.97 p<0.01) between urban teachers and male teachers group was found on **Autonomy** in which the mean score of the teachers with female teachers was 56.00 and mean score of the male teachers was 57.00. The significant difference (t (299)=3.28 p<0.01) between female teachers and male teachers group was found on **Security-Insecurity** in which the mean score of the students with female teachers was 64.00 and mean score of the male teachers was 56.00. The significant difference (t (299)=2.72 p<0.01) between female students and male teachers group was found on **Self-concept in** which the mean score of the teachers with female teachers was 72.00 and mean score of the male teachers was 79.00. The significant difference (t (299)=1.78 p<0.01) between female teachers and male teachers group was found on **Intelligence** in which the mean score of the students with female teachers was 46.00 and mean score of the male teachers was 53.00

**Table 3:** Mean, Standard Deviation and 't' values of teaching attitude score low and high job satisfied secondary school teachers

Gender	N	Means	SD	't' Value
Low Job Satisfaction Teacher	48	2.973	1.074	2.973
High Job Satisfaction Teacher	72	5.004	1.96	

\*\*\* P<0.001      \*\* P<0.01      \*P<0.05



The table 3 shows that the mean teaching attitude score of low and high job satisfied econdary school teachers are 2.973 and 5.004 respectively. The 't' values is 3.973, which is significant at 0.01 level of significance, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in secondary schools teachers having low and high job satisfaction" is rejected. So it was observed that there exists a significant difference between low and high job satisfied secondary school teachers regarding teaching attitude. High job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied non grant secondary school teachers.

#### IV. DISCUSSION OF RESULTS

It was found that there is a significant difference in teaching attitude of male and female secondary schools teachers. Female teachers were found to possess more favorable attitude towards teaching than male teachers.2. It was found that there is a significant difference in teaching attitude of low and high job satisfied secondary schools teachers. Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers. It was found that there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers. So it could be concluded that secondary school students have better teaching attitude towards their profession if they are more satisfied with their job.

Studies reviewed on attitude towards teaching profession reveal that female teachers possess a high degree of attitude than male teachers and teachers with positive attitudes tend to encourage their students. Further the present study reveal that attitude towards teaching profession are a significant predictor of job satisfaction. Highly job satisfied teachers possess more favourable attitude towards teaching as compared to low job satisfied teachers. A strong positive relationship was found between teaching attitude and job satisfaction of teachers

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