

Mental Health and Job Satisfaction of College Teachers

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ABSTRACT

Education is the most powerful and influencing medium of development. Teachers are the pivot of all the educational institution. The future of a nation and the quality of any educational institution mainly depends on the teachers. Quality of education mostly depends on the teachers and quality of teachers depends on their personal as well as the professional quality. So, it is necessary to improve the quality and effectiveness of the teachers. Mental health and job satisfaction are the two pre-requisites of the teachers. Both of these are important for the teachers to perform their duties and responsibilities properly. The Indian Education Commission (1966) described teacher as one of the most important factors contributing to the national development. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly stated "No pupils can rise above the level of its teachers". Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Tagore has rightly said that "only lighted lamp can lighten another" which means that only an enlightened teacher who remain ever alive and struggling in the pursuit of knowledge, could enlighten his pupils and could enthuse them for more learning. The teachers should be a model to his own image in the mind of his teachers. It is the teacher who can create a national perspective for understanding social and economic difference in the nation.

Keywords: Education, Indian Education Commission, social and economic difference

MENTAL HEALTH

The term mental health can be describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From the perspectives of the discipline of positive psychology or holism mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of our emotions and signifies a successful adaptation to a range of demands.

The expression 'mental health' consists of two words: 'mental' and 'health'. Health generally means sound condition, or well-being, or freedom from disease. Mental health, therefore, may refer to a sound mental condition or a state of psychological

well-being or freedom from mental diseases. World Health Organization (WHO) defines Health as a state of complete physical, mental, social and spiritual well being and not merely an absence of disease or infirmity. Mental health is the ability to balance feelings, desires, ambition and ideals in one's daily life. World Health Organization (WHO) defines Mental Health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. Mental health refers to a person's health of the mind. Therefore, the impact of social, cultural, physical and education can all affect someone's mental health.

Good mental health depends on the state of both mind and body. Each exerts a direct influence on the other, but owing to the power of mind over matter, good mental health is of supreme importance. Many philosophers and scientists have debated the nature of the relationship between the mind (psyche) and body (soma). The mental processes influence physical well-being and vice-versa. It shows the links between thoughts, feelings, and body functioning. Mental health is a sound, efficient mind and controlled emotions. It is the total and harmonious functioning of the whole personality of an individual for optimum functioning with maximum realization. A positive mental health shows an individual's ability to cope with the present and to adjust satisfactorily in future. A state of compromise and adaptation to a situation in his life leads to better adjustment. He fulfils his responsibilities, function effectively and is satisfied with his interpersonal relationships and himself.

Mental health is a state of well-being often associated with happiness, contentment, satisfaction, achievement, optimism or hope (Bruckbauer and Ward, 1993). It is a dynamic or ever changing state, which is considered as an important aspect of one's total health status. It is the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness and socially considerate behaviour and the ability of facing and accepting the realities of life.

Mental health has two aspects: individual and social. The individual aspect of mental health means that the individual is internally adjusted, self-confident, free from internal conflicts, frustration and tensions, his thoughts, feelings and actions function harmoniously towards himself, surrounding people and his environment. He is capable of making decisions, assuming responsibilities in accordance with his capacities. He finds satisfaction, success and happiness in day-to-day work. He is able to live effectively with others. He has insight into and understanding of his motives, desires, weaknesses and strong points. The social aspect of mental health connotes that mental health is the social forces result of influencing the individual beginning with his

formative years and continuing throughout his life. It is because of these two aspects that the mental health is, at times, defined as the ability of the individual to make personal and social adjustment.

MENTAL HEALTH OF TEACHERS

Mental health of the teacher is the mental status of the teacher. In the word of Bernard (1961, p.14) "mental health of teachers is a state in which they are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their duties and are humanly considerate of their co-workers." Unless the teacher's mental health is sound, he cannot teach effectively and the quality of teacher effectiveness will always lack in him. If the mental status is high, the teacher will be successful in his teaching. The teachers, society and the nation will be then more be more benefited.

The mental health of teachers is the state of their whole self. It shows the way they could be at their best at work. The mental health of teachers can be seen through their effectiveness at their work, job satisfaction, proud of what they do, cheerful at work and considerate of the workers they work with. *The teacher's mental health is directly related to the work of the classroom.* Thus, good mental health of the teacher should be as important a qualification as academic competence.

JOB SATISFACTION

Job satisfaction implies the overall adjustment to work situation. Job satisfaction can be defined as a collection of feelings that an individual holds towards his or her job. It represents a person's evaluation of his or her job and work context. It is an appraisal of the perceived job characteristics and emotional experiences at work. It is the extent to which one feels good about the job. The source of job satisfaction comes from working environment, supervision style, interpersonal relationship and organizational culture.

Job satisfaction has been defined as a general attitude towards one's job and evaluation of how well the job meets the expectation (Mitchell, 1997). Job satisfaction is regarded both as general attitude

as well as satisfaction with specific dimensions of the job such as pay, the work itself, promotion opportunities, supervision, co-workers and so on. These may interact in different ways to create the feeling of satisfaction with the job. The degree of satisfaction may vary with how well outcomes fulfil or exceed the expectations.

Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision, etc. That the individual has about his job. If the sum total of influence of these factors give rise to feelings of satisfaction, the individual has job satisfaction.

Job satisfaction is the positive emotional response to the job situation resulting from attaining what the employee wants from the job. It is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. According to the Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is desire with which employees view their work. It expresses the extent of match between the employer's expectations of the job and rewards that the job provides.

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often determined by the occupation of that person's parent.

Theories of Satisfaction involve motivational, emotional and informational components. The following three theories are illustrative:

- ⊙ **Instrumentality theory:** Job satisfaction is high to the extent that the job is instrumental in getting the worker what he or she values or wants from the job. This might be pleasure in the work, security, prestige, money, short hours, flex time, autonomy, convenient location, day care, or anything else the worker considers valuable.
- ⊙ **Equity theory:** This theory states that people generally want to get what they consider a

fair (equitable) return for their behaviour, suggesting that there is greater job satisfaction if the worker perceives that the return for her or his work is equitable.

- ⊙ **The job characteristics model:** The six job attributes that might relate to job satisfaction have been defined by Hackman and Lawler (1971):
 - (i) variety of work on the job,
 - (ii) autonomy in doing work and making decisions,
 - (iii) task identity, doing a piece of work that can be clearly identified as the result of the worker's efforts,
 - (iv) Receiving performance feedback about how well one is doing on the job,
 - (v) dealing with other people, and
 - (vi) friendship opportunities on the job.

Hackman and Oldham (1976) found that the appropriate combinations of these factors did predict job satisfaction rather well by using a statistical procedure called path analysis.

JOB SATISFACTION OF TEACHERS

Job satisfaction must be considered important in its own right not just as a mean to an end. A teacher, who is happy with his job, plays a pivotal role in the uplift of society. A teacher's satisfaction with his job influences his own behavior in the classroom, and also change the behaviour of his teachers in the desirable direction. Well-adjusted and satisfied teachers can contribute a lot to the wellbeing of his/her teachers. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the student's learning process and it consequently affects their academic growth.

RELATIONSHIP BETWEEN MENTAL HEALTH AND JOB SATISFACTION

Mental health and job satisfaction brings satisfaction and achievement in life. They are the cause and effect of each other. They are like two sides of the same coin. The teachers need to be effective in their job. For this they should be mentally healthy. Job satisfaction keeps the teachers in spirits and in

the happy mode of life which builds their mental health. Job satisfaction of teachers is the key index of their mental health. This is the key to teacher's effectiveness.

The keystone of the entire educational enterprise is the teacher. Teacher exerts a lot of influence on his teachers and his behaviour is also an important variables in the teaching learning process. Hence, nothing can be as important as providing the teachers with the best professional preparation and creating satisfactory conditions of work. Also, if the teacher is not sound in his mental health, he cannot do justice to his teachers and cannot provide guidance in their problems.

Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be a growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Dissatisfied teachers, in spite having good and sound academic career and professional training, will do much harm than good because they will neither work wholeheartedly nor will they try to contribute anything to education.

The mental health of teacher is necessary for improving the conditions of teaching and condition of services. The teacher can improve his own mental health if he is able to increase his understanding of himself, accept himself largely as he is and take an active part in directing his life rather than being content with responding to pressures.

Work plays a prominent role in our lives. It occupies more time than any other single activity and it provides the economic basis for our lifestyle. Therefore, Job satisfaction is an important topic in organizational research because it effects the overall well being of the organization. Satisfied employees create more positive working environment for the organizations. They have a favourable evaluation of their job, based on their observations and emotional experiences. The satisfied employees engage themselves in more collaborative efforts and accept organizational goals than the dissatisfied

ones (Ostroff, 1992). They would seem more likely to talk positively about the organization, help others and go beyond the normal expectations in their job. Moreover, satisfied employees might be more prone to go beyond the call of duty because they want to reciprocate their positive experience.

Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. The satisfied worker is in general a more flexible and better adjusted who has the capacity to overcome the effects of an environment. He is more realistic about his own situation and goals. The worker dissatisfied with his job, in contrast, is often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles and generally unhappy and dissatisfied. Lack of job satisfaction can be a significant source of daily stress. There can be various reasons of job dissatisfaction, such as bickering co-workers, conflict with supervisor, not having necessary equipment or resources to succeed, lack of opportunities for promotion, having little or no say in decisions that affect the worker, fear of losing the job, or overly routine work and boring.

In the education field, the social well-being, advancement, and growth of the teachers depends to a great extent on the enthusiasm, efficiency and professional skills of the teachers. The progress and future of education, its quality and ideals will depend upon how and by whom young persons are educated. In this context, a study of job satisfaction can provide information to educational administrators to help them understand the teachers in a better way and explore the best possible ways to maximize the career adjustment of the college teachers.

Objectives of the Study

1. To study the mental health of degree college teachers of Mizoram.
2. To compare the mental health of degree college teachers belonging to different socio-economic status.

3. To compare the mental health of degree college teachers on the basis of their gender.
4. To compare the mental health of degree college teachers with reference to their stream of study.

METHODOLOGY

Method of Study: The present study mainly belongs to the category of descriptive research as it survey and fact finding enquiry relating to the mental health of degree college teachers in relation to their socio-economic status, gender and stream of study.

Population, Sample and Sampling Design: Since the present investigation is concern with the study of mental health of degree colleges teachers, the population consists of all teachers in degree colleges in Aizawl District.

The sample for the present study was drawn from the total population of Aizawl District. Cluster purposive sampling method was adopted to ensure that proportional representation was maintained for all the three streams of study. The size of the sample was 300 teachers consisting of 100 teachers each from science, arts and commerce stream selected from the sample colleges. Out of a total of 23 Degree Colleges offering Arts, the investigator has taken three (3) colleges as sample for the study.

Tools for Data Collection: For the purpose of finding out the mental health of higher teachers, the Mental Health Scale (MHS) developed by Dr. S.P. Anand (1985) was used.

The test-retest and split-half reliability of the Scale has been tested as .95 and .82 on 235 teachers. Its face and content validity was duly taken care of. The construct validity was determined by arriving at a matrix of coefficients of correlation as .83, .75, .74, .75, .73 and .70 between the scores of six dimensions and the total of it.

Against each statement five choice are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). To record their responses the teachers make one choice of them. The responses were scored as 4, 3, 2, 1, 0 for positive statements and this order is reversed while scoring responses to negative ones.

DISCUSSION

After careful analysis and detailed study of the collected data, the following points of discussion are brought forth for better understanding of the collected data.

Discussion of Findings in Relation to Socio-economic Status

- ⊙ The finding that the mean score of high family income was higher than the low and middle family income may mean that the high family income have better adjustment in life as per their income. For facing the realities of life they were more capable of reaching their goals and learn the skill of problem solving with a difference. They know that it is always possible to attain what they wish and works for the best results. Parents with high income are better in life and meet the wellbeing of their children. It may be due to this that their children were inspired to grow with a will for better adjustment in life making them to be mentally healthy individual/ teachers.
- ⊙ In the 1st icon that is self-concept, the mean score of the middle family income was higher as compared to other income groups. This may mean that the teachers coming from the middle family income were inspired and grow with self-confidence and to construct knowledge with a will to use it positively. This way of learning on the part of the children/ teachers could build their mental health.
- ⊙ In the 2nd icon that is perception of self among others which showed the mean score of the middle family income as higher than other income groups. This may mean that the children/ teachers have a cheerful way getting along in life without the burden of having to fend for themselves.
- ⊙ The mean score of the low family income on the 3rd icon that is perception of others, was higher as compared to other income groups. This may mean that they were having a simple life style which make it possible for them to perceive others with a respectable personality. They were more satisfied by themselves and were also able to honor the self of others.

- ⊙ The finding that low family income was better in their concept of life is very encouraging as it may mean that among the degeree colleges teachers, parents income did not have significant impact on their perception of life.
- ⊙ In the 5th icon that is feelings of adjustment, the mean score of high family income was higher than the low and middle the family income. This may mean that high family income was having better adjustment in life. This could be for their better mental ability i.e., IQ which serve them as power to transfer their ability to perceive the things, analyze them and have the synthesis of it.
- ⊙ In the 6th icon that is perception of achievement, the mean score of high family income was higher than the low and middle the family income. This may mean that teachers coming from high family income were having better perception of achievement, knowledge of their rights and duties, high emotional and spiritual intelligence.

Discussion of Findings in Relation Gender

- ⊙ The finding that the mean score of male was higher than the female may mean that cultural influence has an impact on the mental health of teachers. It may be mentioned that in the Mizo culture, male were given more freedom than the female.
- ⊙ The mean score of male which is slightly higher than females shows that the male and female in the 1st icon that is self-concept, may mean that the gender stereotyping in the society have an impact on the teachers
- ⊙ The mean score of female was higher than the male in the 2nd icon that is perception of self among others. The mean score of the female was higher as compared to male in the 3rd icon that is perception of others. This may mean that in Mizo culture the female were given more responsibility in the household work. To keep themselves adjusted in the society, they need to have a better perception of others for effective and adjustment in life.
- ⊙ The mean score of male was higher than the female in the 4th icon that is concept of life. This

may be the result of gender stereotyping in the Mizo society.

- ⊙ The mean score of male was higher than the female in the 5th icon i.e., feelings of adjustment. This may mean that in Mizo culture the male were given more freedom and responsibility for the betterment of the society at large. This may result in better mental health towards their feelings of adjustment..

Discussion of Findings in Relation Streams

- ⊙ The finding that the mean score of science and commerce teachers were equally healthier mentally than the arts teachers may mean that the science and commerce teachers were more intelligence than the arts teachers. Science and commerce subjects were taken only by those teachers who were having a higher percentage in their result in the examination. The science and commerce teachers were usually enrolled in good institutions which may result in proper development of good mental health.
- ⊙ The mean score of arts teachers was higher as compared to science and commerce teachers in the 1st icon that is self-concept. This may mean that more teachers were taking arts subject and the teachers enrolment were also the highest in every institutions. The individual differences were also the highest in this subject. This may have a positive impact their self concept.
- ⊙ The mean score of science teachers was higher than the arts and commerce teachers in the 2nd icon that is perception of self among others. This may mean that science subjects could be taken only for those teachers who score high marks in the examination, it has positive impact on their perception of self among others.
- ⊙ The mean score of science and commerce was equal and was higher than the arts teachers in the 3rd icon that is perception of others. This may mean that science and commerce teachers were enrolled in better institutions and have a better chance to mould their perception of others which in turn result in good mental health.

- ⊙ The mean score of science was higher than the arts and commerce teachers in the 4th icon that is concept of life. This may mean that the science teachers were studying what, why, when, where, and how in life. This may have a better impact on their concept of life.
- ⊙ The mean score of commerce teachers was higher than arts and science teachers in the 5th icon i.e., feelings of adjustment. This may mean that commerce teachers do not face too much pressure like teachers from science. At the same time, they may feel that they have better scope in their studies, thus making them better adjusted in life.
- ⊙ The mean score of science teachers was higher than arts and commerce teachers in the 6th icon i.e., perception of achievement. This may mean that the science teachers were more ambitious in life and struggle hard to survive in their studies for achieving the best result. This may have an influenced their perception of achievement positively.

RECOMMENDATIONS

In order that the teachers have improvement in their mental health, it is important to make them realize the importance of their mental health for the adjustment of their abilities to the various strains of the environment and situations in one's life. The progress and prosperity of the teachers depends upon the parents, teacher's effectiveness in the colleges, and the society at large. In the task of developing sound mental health of our budding citizens, home and society have to play a significant role. We have to set right all the three, i.e. home, school and society to facilitate children develop the desired sound mental health. The following points are therefore recommended :-

1. Awareness of the importance of mental health should be inculcated among the teachers for maintaining and achieving good mental health.
2. Parents should be taken into confidence for achieving good mental health of their children from the uncongenial atmosphere at home and in social situations which bring harmful impact on the minds of the children.
3. The cooperation of the parents, responsible members of the society, and the State authority is an urgent necessity to achieve success for maintenance of proper and good mental health.
4. The State can also provide financial assistance to the parents or the colleges for improving the socio-economic conditions of the parents and provide all available facilities to the colleges for nurturing the mental health of their children / teachers.
5. Establishment of Child Guidance Clinics by the State or some welfare associations may also serve the best purpose for the direction of maintaining good mental health.
6. Occasional visits of the psychatrait and mental experts to colleges may also bring desirable result.
7. The colleges should provide guidance and counseling service to the teachers by providing recreational facilities like organizing co-curricular activities and educational trips as a part of guidance and counseling programmes.
8. Democratic environment and freedom of expression should be provided by the colleges. The environment should be free from fear and tensions so that the teachers can develop the positive mental health toward school, teachers and the society at large.
9. A trained counselor in each colleges should be provided for improving and maintaining of good mental health of the student.

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