

# Job Involvement and Mental Health in Married and Unmarried Female School Teachers

## Abstract

The main purpose of this research was to compare the job involvement and mental health in married and unmarried female school teachers. The total sample consisted of 60 in 32 married female and 28 unmarried female school teachers. The research tools job involvement was measured by Lodhal T and Kejnar M (1965) and mental health inventory made by D. J. Bhatt and Geeda G.R [1992]. To t-test was applied to check the significant difference of job involvement and mental health. Check the relation Karl Pearson co-relation was used. Result reveals that significant difference in job involvement and mental health. While co-relation between job involvement and mental health reveals -0.41 is normal negative co-relation.

**Keywords:** Job Involvement, Mental Health.

## Introduction

Today education is considered as the basis and foundation of cultural, social, economic and political development. Since a considerable part of education is received in schools, they have a special position as a sensitive and important social system. The prerequisite for schools to efficiently carry out the crucial task they are responsible for is that they have desirable climate. In addition, from the organizational point of view, job involvement is considered as a key to motivating employees and increasing production, and from the individual point of view, the job involvement is considered as a key to motivation, performance, personal growth and job satisfaction, and in this regard attention, its relationship with the organizational climate can be considerable and reviewed. The topic of school climate and its effects on school's overall performance have attracted the of many researchers through last decades (Hoy & Forsythe, 1986). Schools which have a desirable climate, bring about job involvement and attachment among teachers, and increase their effectiveness through this (Ramezani Nezhad et al., 2009-2010).

Generally, job involvement influences both the individual and the organization. From the organizational point of view, job involvement is considered as a key to motivating employees and increasing production, and from the individual point of view, the job involvement is considered as a key to motivation, performance, personal growth and job satisfaction. Job involvement is helpful in organizational effectiveness, production and employee spirit through deeply involving the employees in their work and making the work experience meaningful (Brown, 2007). People who are involved in their job tend to establish strong emotional bonds with the organization, and so it is less likely they quit the organization compared to others (Hallberg and Schaufeli, 2006). Job involvement boosts people's performance by encouraging them to make more attempts, to make use of their creativity for solving the problems, and to work cleverly (Rogelberg, 2007).

Job involvement is the basic and important factor in most people's lives, since employees are emotionally affected by the extent to which they are involved in their job or tired of it (Word and Park, 2009). People who are highly involved in their jobs rarely think of quitting their jobs, and they are expected to work for their respective organizations for many years. In addition, the job involvement has a positive relationship with variables such as organizational commitment, organizational citizenship behavior, motivation and performance, and has a negative relationship with absenteeism and desertion (Brown, 1996).



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Mental health is far more than the absence of mental illness. Happiness, peace of mind, satisfaction in achievement and enjoyment of life are all aspects of mental health. A person who has good mental health adjusts well with himself and his environment.

Teachers are the most powerful agents who influence the behavior of the students and therefore teachers should possess emotional stability as well as healthy attitude towards life. Health of the teacher, both physical and mental, adds to the efficiency of his work. In the stress of modern civilization, lack of mental health may lead to unhappiness, failure, misery and even insanity in a large number of cases. In the present scenario, more females are entering to the field of teaching both at school and college levels. Indian cultures strongly adhere to the roles of male and female in family, which again makes more pressure on females. The women empowerment activities have improved the status of women, at the same time, brought overload to the shoulders of women. The work cultures of institutions at school and college teachers are entirely different demanding different aspect from teachers.

A major function of any educational institution is to make its students physically robust, mentally alert, emotionally stable, resourceful and culturally acceptable citizen. However this can be realized only when the teachers themselves maintain good physical and mental health. There are evidences that some teachers often do not have a positive view of their profession which is most conducive for a positive mental health. Though teachers of today are better qualified and competent than ever before, they lack confidence and their public perception has ceased to be positive. Even their self perceptions have become less favorable. Signs of negative mental health like significant decrement in the quality of services provided, conflicts, poor staff morale, increased absenteeism etc. are seen nowadays.

Whole change has become in family life and personal relations. So man feels loneliness among thousands of people. He feels unsafe. Mental stress, unsafely are also increased in our country life Europe and America mental health is also necessary with body-health. There is a saying in English that prevention is better than cure. So in mental health mind should not become health less and careless it is necessary. The government tries to give every citizen all facilities if mental health. The progress of mentally disturb youngsters is made in proper way suffering from mental behavior cannot make progress in study properly or they fall into anti social activities. Family relationships become badly for unhealthy are occurred.

#### **Review of Literature**

##### **Job Involvement of Study**

Job involvement of secondary school teachers and its effect on teaching competency: Hence to improve the teachers' job involvement, measures to be taken to improve their level of job satisfaction. (Dr. Narayanaswamy. M. And Shalini Rao)

Job Involvement and Occupational Stress among Female and Male Government Employees: Result revealed that significant difference Job Involvement among Female and Male Government employees. There is significant difference in Occupational Stress among Female and Male Government employees. (Luhar Urmilaben Manubhai, Dr. Krishnaben Vaghela)

##### **Mental Health of Study**

Mental Health of Teachers With Reference To Level of Teaching and Teaching Experience: The study is focussed on the mental health of teachers in relation to level of teaching and teaching experience .The mental health scale has been administered to 640 teachers working in different schools in Cuddalore district, Tamil Nadu, India. This study uses 'F' test and reveals that the level of teaching and teaching experience do not significantly differ in their mental health (Dr.D.MOHANA)

Mental Health of Secondary School Teachers in Relation to Their Job Satisfaction and Job Stress: These are programs undertaken through established organizational mechanisms such as properly designed jobs and work schedules. Organization should value individual dignity and reinforce the healthy mix of work and network activities. Democratic leadership styles, an open organization climate, job enrichment participated decision making and team building activities will reduced stress to a large extent and create a healthy environment in the school environment which promotes better achievements of the school.( Mr. Suresh K.S and Dr. Haseen Taj )

##### **Problem of Study**

The problem of present study is to find out the job involvement and mental health in married and unmarried female school teachers.

##### **Objectives of the Study**

The main objectives of present study were as under.

1. To measure the job involvement in married and unmarried female school teachers.
2. To measure the mental health in married and unmarried female school teachers.
3. To measure the co-relation between job involvement and mental health.

##### **Hypothesis**

To related objective of this null-hypothesis were under.

1. There is no significant difference job involvement in married and unmarried female school teachers.
2. There is no significant difference mental health in married and unmarried female school teachers.
3. There is no co-relation between job involvement and mental health.

##### **Method**

##### **Samples**

According the purpose of present study total 60 samples has been selected. There were 32 married female school teachers and 28 unmarried female school teachers were taken as a sample in Rajkot city (Gujarat).

*Research Design:*

The aim of present research was to a study of job involvement and mental health in married and unmarried female school teachers. For these total 60 female school teachers were taken as a sample. Here to measure research tools job involvement was measured by Lodhal T and Kejnar M (1965) and mental health inventory made by D. J. Bhatt and Geeda G.R [1992]. To check the difference between groups t-test and to check the relation Karl-person correlation 'r' method was used.

**Instruments**

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

**Scale of Job Involvement**

The job involvement Gujarati scale developed by Lodhal T and Kejnar M (1965). There inventory has test retest reliability coefficient 0.72 to 0.89.

**Scale of Mental Health**

The mental health inventory was developed by D. J. Bhatt and Geeda G.R. this scale contains 40 statements pertaining to five domains aim of mental health. These five dimensions include perception of reality, integration of personality, positive self-evaluation attitudes, and environmental mastery to be

rated on 3 point scale. In this scale statement No. 1,3,9,14,19,20,22,24,25,26,28,33,35,37,38 are negative and others are positive. Which statement are positive for agree, disagree, Neutral 3, 2, 1 score was used and which are negative statement for agree, disagree, Neutral 2, 3, 1 score was used. Reliability of present inventory was checked by three methods on which 0.81 by similarity, 0.94 by half-divided method and test-retest has 0.87.

**Procedure**

The testing was done on a group of married and unmarried female school teachers. The whole procedure of fill the inventory was explained to them fully and clearly. The Instruction given on the scale was explained to them. It was also male mode clear to them that their scores would be kept secret. It was checked that none of the subjects left any questions unanswered or that no subjects encircled both the answer given against question.

**Result and Discussion**

The main objective of present study was to study of job involvement and mental health in married and unmarried female school teachers. In it statistical t method was used and to check correlation method was used. Result discussion of present study is a under.

**Table-1**  
**Showing the Mean, SD and t-value of Job Involvement**

Sr. No.	Variable	n	Mean	S.D	t	Sig.
1	Married female school teacher	32	53.42	7.44	2.31	0.05
2.	Unmarried female school teacher	28	58.24	7.63		

Sig. Level 0.05 = 2.02  
0.01 = 2.71

According to table-1 the result obtained on the basic are of job involvement reveals no significant difference of married and unmarried female school teachers.

Job involvement received married female school teachers mean score 53.42 as compare unmarried female school teachers high mean score

58.24(table-1). There has mean difference. The standard deviation score of married female school teachers received 7.44 and unmarried female school teachers received 7.63.the t-value was 2.31.there was 0.05 levels significant difference of job involvement in married and unmarried female school teachers. So we can say that first hypothesis reject.

**Table-2**  
**Showing the Mean, SD and t-value of Mental Health**

Sr. No.	Variable	n	Mean	S.D	t	Sig.
1	Married female school teacher	32	20.38	6.32	4.18	0.01
2.	Unmarried female school teacher	28	23.42	8.84		

Sig. Level 0.05 = 2.02  
0.01 = 2.71

According to table-2 the result obtained on the basic are of mental health reveals no significant difference of working and non-working women.

Mental health received married female school teachers mean score 20.38 as compare unmarried female school teachers high mean score 23.42(table-2). There has mean difference. The

standard deviation score of married female school teachers received 6.32 and unmarried female school teachers received 8.84.the t-value was 4.18.there was 0.01 levels significant difference of mental health in married and unmarried female school teachers. So we can say that second hypothesis reject.

**Table-3**  
**Correlation of The Job Involvement and Mental Health in Married and Unmarried Female School Teachers**

Sr. No.	Variable	N	Mean	r
1	Job involvement	60	55.83	-0.41
2.	Mental health	60	21.90	

According to table-3 the result obtained that a job involvement mean is a 55.83 and mental health mean is a 21.90 it as a negative correlation between job involvement and mental health. The negative correlations between job involvement and mental health received -0.41. It means job involvement mental health decrease and health adjustment increase mental health increase.

#### **Conclusion**

We can conclude by data analysis as follows:

There were significant difference in job involvement and mental health in married and unmarried female school teachers. Unmarried female school teachers have higher job involvement as compare married female school teachers and unmarried female school teachers have higher mental health as married female school teachers. The negative correlations seen between job involvement and mental health received -0.41. It means job involvement decrease mental health decrease and job involvement increase mental health increase.

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