

An Analytical Study of Mental Health and Job Satisfaction of Male and Female Teacher Educators' reaching in Self - Financed Institutions in Ghaziabad District

Abstract

The aim of the present investigation was to analyze the mental health and job satisfaction of male and female teacher educators teaching in self-finance institutions in Ghaziabad district. For this purpose, a sample of 500 teacher educators, analyzing of 250 male and 250 female teachers educators from each type of institutions affiliated to C.C.S University, Meerut were selected randomly. Mental health checklist (MHC) has been prepared by Dr. Pramod kumar, Department of Psychology, Sardar Patel University and teacher's job satisfaction scale (TJSS) has been prepared by Dr. Sushil Prakash Gupta.

Keywords: Mental Health, Job Satisfaction.

Introduction

Man is the greatest creation of God and a sound health gives a great pleasure of living and enjoying the life .It affects all most all the dimension of life extensively and deeply. By the 'Health' we mean physical health as well as mental health .As is well known that 'Mental health' affects our emotions, feeling, expression, thoughts, imaginations, reactions, satisfaction, perception, ability of adjustments etc. A person can be called normal if norms or if he approximates an ideal mature, health or fully functioning personality.

Mental Health

Mental health describes a level of psychological well-being or an absence of a mental disorder. From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions and as signifying a successful adaptation to a range of demands.

Job Satisfaction

On the other hand, a person is said to be satisfied with job if he enjoys his work and if fulfills his all domestic requirements. But sometimes -having these all satisfactions our consciousness still fell unsatisfied. It means satisfactions are not simply related to all kinds of domestic requirements but it includes some mental aspects also. Job satisfaction is simply how content an individual is with his or her job. At the more specific levels of conceptualization used by academic and human resources professionals, job satisfaction has varying definitions.

Objectives of the Study

The present study to analyze mental health of male and female teacher educators teaching in self- financed institutions.

To analyze job satisfaction of male and female teacher educators teaching in self-financed institutions in term of salary and fringe benefits interpersonal relationship among colleague's teacher principal relations, Profession, Teacher -students relations, working condition, Ability utilization, Achievement, Activity, Community aspect, Supervision, Family life, Freedom, Policies and practices, Possibility of growth and development dimension of job satisfaction in self- financed institutions.



Dilip Kumar Jha

Professor,
Deptt.of Education,
Pragya College of Education,
Rajasthan

Review of Literature

As far as the review of studies related to the mental health is concerned, it involves many studies regarding its relationship with sex, social support, culture, degree of B.P and locus of control. Some of the studies related to these variables are reviewed below.

Francis Green 2010 (Institute of Education, 20 Bedford Way, London WC1H 0AL, UK) studied unpacking the misery multiplier: How employability modifies the impacts of unemployment and job insecurity on life satisfaction and mental health.

Employability strongly moderates the effects of unemployment and of job insecurity on life satisfaction and mental health. Using nationally representative panel data from Australia, investigator find that an increase in employability from zero to 100% cancels around three quarters, in some cases more, of the detrimental effect of unemployment. Employability also matters for employees: an increase in men's employability from zero to 100% reduces the detrimental effect of job insecurity by more than half. The effects of extreme job insecurity and of unemployment are large and of comparable magnitudes. The findings are used to compute estimates of the well-being trade-off between increases in job insecurity and increases in employability, relevant to the support of "flexicurity" policies, and of the "misery multiplier", the extent to which the effect of a rise in aggregate unemployment on those becoming unemployed is supplemented by the effects on others' insecurity and employability. Survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then to formulate a plan. It helps the investigator in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect to methods adopted and devices used in the collection of data and their organization and interpretation. For all these reasons, a research worker has to go through the available relevant literature before actually commencing the work of his own research.

Studies done

Sabapathy, T. (1986). "A study of Relationship of Manifest Anxiety, Emotional Maturity of standard Xth students of their Academic Achievement." Fourth Survey of Research in Education (Vol.1) New Delhi, NCERT, 84.

He examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

Mahajan Monica (2011). "Academic Achievement in relation to emotional intelligence and spiritual intelligence". Hoshiarpur, Punjab.

This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The

technique employed was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relational between academic achievement and emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Singh Amit and Kumar Dinesh (2011). "Emotional intelligence and academic achievement of college students". Jind, Haryana.

The present study was conducted to know the emotional intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) from Rohini. The study indicated that the emotional intelligence of (Science, Art and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between emotional intelligence and academic achievement.

Hypothesis of the Study

To analyze the above discussed objective the following hypothesis has been formulated

Male and female teacher educators teaching in self - financed institutions of not differ significantly in term of mental health salary and fringe benefits, interpersonal relationship among colleagues, teacher-principal relations, teacher-students relations, working-conditions, ability utilization, achievement, activity, community aspects, supervision, family life, freedom, policies and practices, possibility of growth and development, security and recognition and status dimension of job satisfaction.

Method of Study

The survey method of research was used in the present study.

Population and Sample

There above 200 self financed institutions were found affiliated to C.C.S. University, Meerut. A sample of 250 male and 250 female teacher educators from each type of institution were selected randomly .Most of the were located in Ghaziabad district. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the male and female teaching affiliated institutions of C.C.S. University Meerut.

Tools to Be Used

Following tools used to collect data for the present study

Mental Health Check List (MHC)**Prepared by**

Mr. Pramod Kumar (Deptt. of Psychology)

There are four spaces belong to four spaces belong to four responses namely Always, Often, At time and Rarely. The dimension has been indicated serially as (i), ii)and (iii, iv) assigned numbers as 4 marks to Always, 3 marks to Often, 2 marks to At time and 1 marks to rarely responses counting the total marks of all assigned dimension gives the score for mental health.

Teacher's Job Satisfaction Scale (TJSS)**Prepared by**

Dr. Sushil Prakash Gupta And

Dr. Jawala Prasad Shrivastava

This scale has been designed to measure the job satisfaction of teacher educators experienced by them. It provides a measure of the quality and quantity of the cognitive emotional and social support that have been available to the teacher educators during their college

/institution activities and experiences in terms of various dimension of job satisfaction .

Statistical Techniques

Test of significance namely 't' test was applied to analysis the data of the study.

Analysis and Interpretation of Data

The purpose of the study was to compare the mental health and various dimension of. Job satisfaction of male and female teacher educators teaching in self financed institutions. This study has been devoted to the analysis and interpretation of the results based on the data collected in the proposed variable first the mean and S.D for all 20 dimension of job satisfaction and mental health were found separately for the male and female teacher educators teaching tested with the standards value at '1' from the which were tested with the standard value at 't' from the table were 2.00 and 2.66 for d f=58 and .01 level of significance, respectively.

Sl. No.	Name of Group	Variables	Numbers	Mean	S.D.	t/C.R.	Level of Significance
1	Male	Mental health	250	15.15	2.49	4.89	0.01
	Female		250	11.77	2.85		
2	Male	Salary and fringe benefits	250	14.83	3.13	3.29	0.01
	Female		250	12.30	2.82		
3	Male	interpersonal relationship among colleagues	250	17.3	2.42	6.30	0.01
	Female		250	12.1	3.82		
4	Male	Teacher-Principal Relations	250	14.67	3.56	2.40	0.05
	Female		250	16.93	3.73		
5	Male	Profession	250	15.87	2.61	2.61	0.05
	Female		250	14.07	3.10		
6	Male	Teacher-Student relation	250	15.15	2.49	4.89	0.01
	Female		250	11.77	2.85		
7	Male	Institution	250	17.17	2.58	8.68	0.01
	Female		250	11.03	3.13		
8	Male	Working condition	250	17.17	2.58	0.32	0.01
	Female		250	11.03	3.13		
9	Male	work load	250	14.0	3.18	5.62	0.01
	Female		250	9.77	2.62		
10	Male	Ability utilization	250	17.6	2.68	8.75	0.01
	Female		250	11.27	3.24		
11	Male	Achievement	250	15.37	2.55	3.12	0.01
	Female		250	17.47	2.67		
12	Male	Activity	250	18.37	1.83	12.31	0.01
	Female		250	11.19	2.62		
13	Male	Community aspects	250	16.33	2.64	0.72	0.01
	Female		250	16.80	2.40		
14	Male	Supervision	250	16.07	2.73	3.00	0.01
	Female		250	17.90	1.92		
15	Male	Family life	250	15.83	2.83	3.08	0.01

	Female		250	13.50	3.02		
16	Male	Freedom	250	15.70	2.72	8.50	0.01
	Female		250	9.77	2.68		
17	Male	Policies and practices	250	15.77	3.04	5.96	0.01
	Female		250	11.33	2.72		
18	Male	Possibility of growth and development	250	15.0	3.44	1.70	not significant
	Female		250	16.57	3.07		
19	Male	Library policies and practices	250	15.0	3.44	2.81	0.01
	Female		250	12.57	3.25		
20	Male	Security	250	13.53	3.23	2.57	0.05
	Female		250	15.87	3.80		
21	Male	Recognition and status	250	16.13	2.41	7.70	0.01
	Female		250	9.80	3.80		

Conclusions

1. Male and female teacher educators working in self - finance institutions are equally satisfied fringe benefits inter-personal relationship among colleagues, profession, teacher student relations, institution, work-load, ability utilization activity, family life, freedom, policies and practices and re-cognition and status aspect of their job satisfaction than female teacher educators working in self-finance institutions.
2. Male teacher educators working in self-financed institutions are more satisfied on salary and in terms of mental health.

References

1. Allport, G.W.(1961) *Pattern and Growth in personality* Y. Halt, Rinchart and Winston, New York.
2. Arkoff Fair Child, M.(1930) *Skill and Specialization, a study in the Mental Trades, The Personnel Journa* 1,9,128-175.
3. Blum, m.1, Naylor, J.O (1968). *Industrial psychology, It's Theoretical and Social foundation, Harper of Row Publishers.*
4. Donald Canthy.A and Ware, John, E.(1984). (Rand Corpsanta Monica, CA) *the measurement of social support. Research*

in Community and Mental Health, Vol.4,325-370.

5. Dunn,II.L(1964). *A positive view of Aging Asks much of Education, should life, Jan ERAMER Duncans, Henderson; Scott and Scott. Ruth(1996). (Loughborough, English)*
6. *Mental health and adequacy of social support: A four wave panel study. British Journal of social psychological (Jun),Vol. 35(2), 285-295*
7. Fair Child, M.(1930). *Skill and specialization, a study in the Mental Trades, The Personnel Journa* 1,9,128-175.
8. Frenkel Etha, Kugelmass, Sal, Nathan Michael and Ingraham, Haring J (1995). (NIM/NIMN, Bethesda MD)*locus of control a mental health in adolescence and adulthood. Schizophrenia bulletin, Vol. 21(2), 219-226.*
9. Ghaffarian Shireen (1998). (California School of Professional psychology, CA) *The acculturation of Iranian immigrants in the United States and the Implications for mental health journals of Social Psychology (Oct) Vol.21 (2),219-226.*
10. Sam David, L and Ede. Roff (1991) *Survey of mental health of foreign students. Scandinavian journal of psychology, Vol.32 (1),22,30*