



**A STUDY OF JOB INVOLVEMENT AND MENTAL HEALTH AMONG SCHOOL
TEACHERS**

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Abstract

The investigator in this paper tried to explore the effect of job involvement and mental health among the secondary school teachers. The study was conducted in Bhiwani district of Haryana. The sample of the study consists of 120 secondary school teachers who are teaching in private and government school. In this data, there are 30 female and 30 male teachers from both government and private school were selected. It was found that those teachers who are highly involved in teaching learning activities tend to attribute positive work outcomes to their internal and personally bearable conditions. Those teachers who involved in various physical activities are better adjusted in way of thinking, feeling and attitude.

Key Words: *Job involvement, mental health, teachers.*



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Introduction

Teacher plays important role in effective teaching learning process, regardless of technological development. In particular, any effort to maximize organizational effectiveness requires a higher degree of job involvement (JI) among members of an organization (Elankumaran, 2004). That is, J.I. is an important motivational variable for any organization. In economic era, JI also

contributes to the overall availability of human resources (Gore, 2001). Those employees who are highly related to their job belong to diverse identities, interest and aim in life. They perform their duty with satisfaction. People who are highly involved in job have common goal as that of organization. They tend to attribute positive work outcomes to their internal and personally bearable conditions. On the other hand, some are showing less interest in performing their duties, it is the duty of employer or controlling officer to select the employees according to their potential.

Every school needs to know how to achieve highest teaching learning process in the class by involving highest degree of JI of teachers. But job involvements of teachers are also related to inherent differences found in the teachers. This is due individual differences in teachers. Thus, even though enriching individual dimensions might help solve behavioural problems and thereby contribute to organizational effectiveness (Elankumaran, 2004). Hence, it is duty of the principal to identify the teachers that best fit with specific job characteristics and avoid choosing inappropriate staff, as well as coordinate coordinating diverse employee activities to maximize effective teaching learning process to change the behaviour of the students.

Every teacher faces stress in the school when there is no congenial atmosphere in the school due to principal/relation with teachers/students. This behaviour of the teacher can be observed in form of his thinking, feeling, behaving and attitudes in accordance with changing situations. When a teacher gets trapped in a situation where he is unable to cope it effectively, consequently, he gets himself strained. This mental strain is reflected in the form of anxiety, tension, restlessness or hopelessness among other teachers. If such type of symptom persists for longer period, it represents the pre-illness mental condition of the person (Kumar, 1992). Physical exercises, sports have been recommended for the proper mental health Palavar; 2005, Fox, 2000; Edwards, 2003. Physical exercises play important role in fitness improvement (Emami 2011). Those who do less physical exercises suffer from psychological problems i.e. anxiety, depression (Kashef, Mehri 2012). It is therefore necessary for each and every teacher do physical exercises every day in order to decrease psychological problems in leisure time. Physical exercises and sports are the strategies to cope with stress and mental load. Considering all the above facts, it was decided to study the job involvement and mental health of the govt. and private school teachers of Bhiwani district of Haryana.

Objectives

1. To study the job involvement and mental health of govt. and private school teachers.
2. To assess sex differences in job involvement and mental health of school teachers.
3. To assess the effect of experience on job involvement and mental health of the teachers.
4. To study the relationship between job involvement and mental health.

Hypotheses

- H₁ There is no relationship between job involvement and mental health of school teachers.
- H₂ There would be no significant difference between private and govt. school teachers on the measure of job involvement.
- H₃ There would be no significant difference between male and govt. female teachers on the measure of job involvement.
- H₄ There would be no significant difference between private female and govt. female teachers on the measure of job involvement.
- H₅ There would be no significant difference between private male and Govt. male school teachers on the measure of job involvement.
- H₆ There would be no significant difference between high and low experience school teachers on the measure of job involvement.
- H₇ There would be no significant difference between private and Govt. School teacher on the measure of mental health.
- H₈ There would be no significant difference between male and female school teachers on the measure of mental health.
- H₉ There would be no significant difference between Govt. and private male teachers on the measure of mental health.
- H₁₀ There would be no significant difference between govt. and private female teachers on the measure of mental health.
- H₁₁ There would be no significant difference between high and low experience school teachers on the measure of mental health.

Sample

120 teachers of govt. and private school were taken as the subject of the study. Out of these 120 teachers, there are 60 govt. school teachers (30 male and 30 female) and 60 private school teachers (30 male and 30 female) are selected purposively. It consists of nature of school (Govt. and Private), work experience (Low and high) and Gender. The age of these teacher range from 25 years to 50 years. Those teachers having less than 4 years teaching experience are considered as low experience while those having greater than four years teaching experience are considered as high experience teachers.

Tool used

Following research tools were used to assess the job involvement and mental health.

- (i) Personal Data Questionnaire
- (ii) Job involvement scale developed by Dr. Ashok Pratap Singh (1984).
- (iii) Mental health checklist by Kumar (1992)

Personal data questionnaire was used to get respondent’s personal and professional identity, age, educational qualification; nature and tenure of service.

Analysis of the Data

The data collected underwent analysis by using different statistical techniques such as mean, SD and ‘t’ values.

Table-1: Relationship between job involvement and mental health

Variable	N	r	Remarks
Job involvement and mental health	120	.18	Positive correlation

Table-1 reveals that coefficient of correlation ‘r’=.18 between job involvement and mental health are positively related with each other. This means there is relationship between variables. Hence, the null hypothesis H₁ “There is no relationship between job involvement and mental health of school teacher”, is rejected.

Table-2: Significance of difference between the mean scores of private and govt. school teachers on the measure of job involvement.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
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Private School Teachers	60	68.34	5.2			Significant at .01 levels.
				1.43	9.02	
Govt. School Teachers	60	55.25	9.8			

Table-2 reveals the difference of mean scores between private and Govt. school teachers on job involvement level. The value of 't' is calculated to be 9.02 which is significant at 0.01 level of confidence. It is also apparent that mean scores on the measure of job involvement for private school teachers is greater than the mean value of Govt. school teachers. It can be inferred that private school teachers are seemed to be more job involved as compared to Govt. teachers. Private school teachers get more opportunity and high technology in the school.

Table-3: Significance of difference between mean scores of male and female school teachers.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
Male Teachers	60	88.2	10.29			Significant at .01 levels.
				2.26	7.43	
Female Teachers	60	71.4	14.23			

Table-3 reveals the difference of mean scores between male and female school teachers on job involvement level. The value of 't' is calculated to be 7.43 which is significant at 0.01 level (2.68) and at .05 level (2.01) of confidence. It is also apparent that scores on the measure of job involvement for male teachers is greater than the mean value of female teachers. It can be inferred that male school teachers are seemed to be more job involved as compared to female teachers. Male teachers have sufficient time to do their work independently because they have less liability at home.

Table-4: Significance of difference between mean scores of private and Govt. female teachers on the measure of job involvement.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
Private Female Teachers	30	68.7	6.5	1.86	5.10	Significant at .01 levels.
Govt. Female Teachers	30	59.2	7.9			

Table-4 reveals the difference of mean scores between private and govt. female teachers on job involvement level. The value of 't' is calculated to be 5.10 which is significant at 0.01 level (2.76) and .05 level (2.05) of confidence. It is also apparent that mean scores on the measure of job involvement for private female teachers is greater than the mean value of Govt. female teachers. It can be inferred that private female teachers are seemed to be more involved as compared to Govt. female teachers. Private teachers get more opportunities and high technology in the school as well as they have to learn more advance knowledge to survive in the competitive world of teaching.

Table-5: Significance of difference between mean scores of private and Govt. male teachers on the measure of job involvement.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
Private Male Teachers	30	85.34	7.2	2.07	4.16	Significant at .01 levels.
Govt. Male Teachers	30	76.72	8.8			

Table-5 reveals the difference of mean scores between private and Govt. male teachers on the measures of job involvement level. The value of 't' is calculated to be 4.16 which is significant at .01 level (2.76) and .05 level (2.05) of confidence. It is also apparent that mean scores on the measure of job involvement for private male teachers is greater than the mean value of govt. male teachers. It can be inferred that private male teachers are seemed to be more involved as compared to Govt. male teachers. Private male teacher get more opportunities to know latest technology in the school as well as in the surrounding. Similarly for survival in these private schools, teachers have to learn latest method of teaching learning process.

Table 6: Significance of difference between mean scores of high and low experience teachers on the measure of job involvement.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
High Experience Teachers	60	88.7	16.8	2.489	7.03	Significant at .01 levels.
Low Experience Teachers	60	71.2	9.5			

Table 6 reveals that mean scores of high experience teacher (88.7) is high as compared to low experience teachers (71.2). The value of 't' is 7.03 which is significant at .01 level (2.68) and at .05 level (2.01) of confidence. Hence, the hypothesis (H₀), "There would be no significant difference between high and low experience school teachers on the measure of job involvement" is rejected. Those teachers who have high experience are able to tackle the problem of the students easily because they have more involvement in job. They are keen to solve the problems of school at priority level.

Table 7: Significance of difference between mean scores of private and govt. school teachers on the measure of mental health level

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance

Govt. Teachers	60	12.01	2.1			
Private Teachers	60	15.98	3.2	.492	8.06	Significant at .01 levels.

Table 7 reveals that there is significant difference exists between private and govt. school teachers on the measure of mental health level. The mean score of private school teachers was higher than the mean score of Govt. school teachers which indicates that mental status of Govt. school teachers is better than private school teachers. As we know participation in physical exercises and sports activity helps us to cope with psychological stresses (Honari et al., 2011) which indicate better mental health level. Govt. school teachers are generally employed in villages, so they used to travel everyday and used to walk every day from bus stand to nearby village school. Similarly they are free to participate in sports activities in the school time.

Table 8: Significance of difference between mean scores of male and female school teachers on the measure of mental health level

Groups	N	Mean	SD	SED	t-ratio	Level of significance
Male Teachers	60	12.52	2.3			
Female Teachers	60	16.08	2.9	.477	7.46	Significant at .01 levels.

Table 8 reveals that 't' value is 7.46 which is significant at .05 level (2.01) and .01 level (2.68). Hence, the hypothesis H₈ is rejected. Mean scores of female is higher than male teachers which shows that male teachers are having better mental health level as they are involved in various school and domestic physical activities.

Table 9: Significance of difference between mean score of male teachers on the measure of mental health level

Groups	N	Mean	SD	S_{ED}	t-ratio	Level of significance
Private						
Male Teachers	30	13.98	2.2			
Govt.				.621	3.96	Significant at .01 levels.
Male Teachers	30	11.52	2.6			

Table 9 reveals that the 't' value as documented above, significant at .01 level (2.76) and .05 level (2.05). There is significant difference existing between private and govt. male teachers, therefore, H₉, is rejected. Mean score of private teachers is higher than Govt. school teachers which indicate that govt. school teachers are having better mental health.

Table 10: Significance of difference between mean scores of private and govt. female teachers on the measure of mental health level

Groups	N	Mean	SD	S_{ED}	t-ratio	Level of significance
Private						
Female Teachers	30	17.50	3.2			
Govt.				.764	5.61	Significant at .01 levels.
Female Teachers	30	13.21	2.7			

Table 10 reveals that the 't' value as calculated above is significant at .01 level (2.76) and .05 level (2.05). There is significant difference exists between private and govt. female teachers, therefore, H₁₀, is rejected. Mean score of private female teachers is higher (17.50) than Govt. female teachers (13.21) which indicates that govt. female teachers are having better mental health; govt. female teachers travel and walk everyday to reach their respective destination.

Table 11: Significance of difference between mean scores of high and low experience teachers on the measure of mental health level.

Groups	N	Mean	SD	S _{ED}	t-ratio	Level of significance
Low experience Teachers	60	10.55	2.4			
High experience Teachers	60	15.28	3.16	.511	9.25	Significant at .01 levels.

Table 11 reveals that the 't' value as calculated above is significant at .01 level (2.68) and .05 level (2.01). There is significant difference existing between low and high experience teachers, therefore, H₁₁, is rejected. Moreover, mean score of high experience teachers (15.28) is higher than low experience teachers (10.55). It indicates that low experience teachers are generally young and are involved in different physical exercises and sport activities, hence, low experience teachers have better mental status as compare to high experience teachers who are having more age and are involved in less physical exercises.

Educational implications

The findings of the study revealed that it is the duty of the principal to identify the teachers that best fit with job characteristics and avoid choosing inappropriate staff. It is the duty of the administrator to equip the staff with latest technology and provides good congenial environment in the schools that each teacher fulfills his duty with interest and aim in life. Similarly, teachers should be involved in various physical and sport activities so that they can cope with various psychological situations.

Conclusions

The study clearly shows that those teachers who are highly involved in teaching learning activities of school. They tend to attribute positive work outcomes to their internal and personally bearable conditions. Those teachers who are involved in various physical exercises

and sport activities are having better mental health status and they can easily adjust their ways of thinking, feeling and attitude according to new situations.

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