



## Study Of Job Satisfaction Among College Teachers Of Jalandhar District In Relation To Their Mental Health

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**Abstract :** The relationship between Mental Stress and job satisfaction has been studied in a variety of professions. A study by Chung and Fong (1990) on general medical practitioners in Hong-kong found that though the medical practitioners' job is considered as hard work, majority of the practitioners were generally satisfied with their work. Occupational stress and job satisfaction among physicians. Major sources of stress as indicated were time pressures on the job, and major sources of satisfaction were relationships with patients and colleagues. Correlations indicate that for both female and male physicians, high levels of occupational stress was associated with less satisfaction with medical practice and more negative attitudes about the medicare system and health care in general, and high job satisfaction was related to fewer specific work stressors and more positive attitudes about health care.

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Mental health prompted when student teacher relationship is good and teaching efficiency is related with the teacher's job satisfaction. Good mental health of teachers positively related with job satisfaction. Stress occurs when individuals' physical and emotional do not match or cannot handle their job demands, constraints and/ or opportunities may establish two major types of stress: Eustress (good stress) and Distress (bad stress). Eustress is often defined as individuals who have experienced moderate and low stress levels and distress is frequently defined as individuals who have experienced high stress level. Individuals who experience eustress will be able to meet job demands and this may help them to increase positive work life (e.g., satisfaction and positive moral values). Conversely, individuals who experience distress will not able to fulfill job demands and this may motivate them to decrease quality of work life (e.g., dissatisfaction and negative moral values)

**Key Words :** Mental Health, Job Satisfaction, Stress

**Introduction :** Physiological stress is often viewed as a physiological reaction of the body (headache, migraine, abdominal pain, lethargic, backache, chest pain, fatigue, heart palpitation, sleep disturbance and muscle ache, as well as changes in eating, drinking, sleeping and smoking habits) to various stressful triggers at the workplace.

For example, psycho- logical stress is often seen as an emotional reaction (anxiety and depression burnout, job alienation, hostility, depression, tension, anger, anxiety, nervousness,



irritability and frustration) as a result of the stimuli at the workplace. In terms of eustress perspective, occupational stress occurs when employees' knowledge, skills, abilities and attitudes can cope with or match to their work demands and pressures in organizations. In this situation, it may increase the ability of employees to manage their physiological and psychological stresses (Adler et al., 2006). Conversely, in a distress perspective, occupational stress presents when employees' knowledge, skills, abilities and attitudes cannot cope with or do not match to their work demands and pressures in organizations. Consequently, it may decrease the ability of employees to control and manage physiological and psychological stresses, such as disturb their self-regulatory bodies, and cannot meet their duties and responsibilities as a member of an organization

World Health Organization (1948), as described mental health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. World Health Organization (2004) viewed that mental health is a state of well being in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruit fully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social well being and not merely the absence of disease or uniformity.

#### **The objectives of the present study are-**

- To study the level of mental health of male and female college teachers.

#### **Method**

In the present study descriptive survey method has been used. Descriptive research provides us information about what exists at present by determining the nature and degree of existing conditions.

#### **Sample For The Study**

The sample of the present study consists of 100 college teachers drawn randomly from college located in Jalandhar district of Punjab selected college and the number of teacher from these colleges

#### **Statistical Techniques Used**

- Product moment method of correlation is used for finding relationship of job satisfaction and Experience.
- t-ratio is used to see the significance of difference of Means of the Score of job satisfaction of male and female lecturers.

#### **Tool Of The Study**



- Mental Health Scale Dr. Pramod (1992)

### Statistical Techniques

The following statistical techniques were used to analyze the collected data:

- Descriptive statistics like Mean and Standard Deviation.
- Mental Health Scale

This M.H. Scale is based upon the assessment of an individual's:

- I. Self-concept
- II. Concept of life
- III. Perception of self amongst others,
- IV. Perception of others and how does he looks at his
- V. Personal adjustment
- VI. Record of achievements.

The six dimensional approach adopted here virtually emerges from the practical implications of the concept of mental health as discussed above. In each of these six dimensions, after a lengthy intellectual exercise of writing, rewriting, adding and subtracting, 20 (10 positive and 10 negative) in all 120 (60 positive and 60 negative) statements were arrived at showing one's favorable and unfavorable attitude. The classifications of statements in the six dimensions have been reached following the study of literature on mental health and long discussions with the author's colleagues. To give a finale to these statements, a close scrutiny was made by an eminent professor of education. To give the clear concept of six dimensions of the M.H. Scale, two statements, one positive and one negative, under each dimension with their serial numbers in the Scale are illustrated below :

1. Self-concept 54. I am proud of my style of life. 13. I consider, 'simple living and high thinking' merely a slogan.
2. Concept of life 18. Life is as we take it or make it. 6. Life is a burden.
3. Perception of self amongst others 14. People listen to me seriously. 5. I find people jealous of me for nothing.
4. Perception of others 1. When discussed with others, pains are divided, pleasures are multiplied.
5. Personal adjustment 8. I enjoy my life as such. 57. I am an unlucky fellow.
6. Record of achievements 47.1 have never been denied my fruits of labor. 4. Luck has always betrayed me.

### Analysis :



Hypothesis : “There exists no significant difference in job satisfaction of college teachers in relation to their mental health.

Mental Health	N	Mean	Std. Deviation	Std. Error Mean	t	df
Job Satisfaction (Good)	50	78.44	6.725	0.951	5.566	98
Job Satisfaction (Poor)	50	70.28	7.890	1.116		95.604

### Result :

From the table it is clear that t-ratio for the difference between mean of ratio scores of mental health was found to be significant even at 0.05 and 0.01 level of confidence. Thus data provides sufficient evidence to reject the null hypothesis (1),”There exists significant difference in the mental health of graduate college teacher” which means that there is significant difference in the mental health of graduate college teachers.

**Conclusion :** Mental health prompted when student teacher relationship is good revealed that teaching efficiency is related with the teacher’s job satisfaction. Good mental health of teachers positively related with job satisfaction. (Ray, 1992; Srivastava and Asthana, 2008). Stress occurs when individuals’ physical and emotional do not match or cannot handle their job demands, constraints and/ or opportunities (Ugoji & Isele, 2009) may establish two major types of stress: eustress (good stress) and distress (bad stress) (Fevre et al., 2003).Eustress is often defined as individuals who have experienced moderate and low stress levels and distress is frequently defined as individuals who have experienced high stress level. Individuals who experience eustress will be able to meet job demands and this may help them to increase positive work life (e.g., satisfaction and positive moral values). Physiological stress is often viewed as a physiological reaction of the body (headache, migraine, abdominal pain, lethargic, backache, chest pain, fatigue, heart palpitation, sleep disturbance and muscle ache, as well as changes in eating, drinking, sleeping and smoking habits) to various stressful triggers at the workplace. For example, psycho–logical stress is often seen as an emotional reaction (anxiety and depression burnout, job alienation, hostility, depression, tension, anger, anxiety, nervousness, irritability and frustration) as a result of the stimuli at the workplace.

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