

MENTAL HEALTH OF COLLEGE TEACHER IN RELATION TO JOB TENURE

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Korchin (1976) believes that the concept of psychological health must focus on the ideal state, i.e. emphasis on the "positive well-being" rather than on disease, statistical or conformity criteria. Godoy, fernander, Garcia and Gonzaler (1983), argued that health must be defined as a states of physical, social and psychological well-being rather than simply, as an absence of illness or infirmity. They also stressed the importance of development of human [potentials illness is considered to be a reflection of individual response to stress and change in the social cultural, economic and psychological environment. It has been painted out earlier also that special characteristic of a mentally healthy individual is that he adjusts to a new situation with least delay and disturbance. He makes the fullest possible use of existing opportunities and adjusts to every new situation that presents itself. This does not mean that he is a rolling stone that gathers no moss, but has his own ideas, notions, opinions, is individual who deals coolly and patiently with every novel circumstance, without fear, disturbance, anxiety, complaint or desire to avoid them. He is aware of the fact that change is the principle of life, he is ever prepared for change and always finds some suitable mode of adjustment. During the initial stage of employment, new workers tend to be satisfied with their jobs. This period involves the stimulation and challenges of developing skills and abilities, and the work may seem attractive just because it is new. This early satisfaction wanes unless employees receive feedback on their progress and tangible evidence of their achievements. After a few years on the job, discouragement is common, often being brought on by the feeling that advancement in the company is too slow. Job satisfaction appears to increase after a number of years of experience and to improve steadily thereafter. The relationship between job satisfaction and length of work experience parallels the relationship with age. They may be the same phenomenon under different labels. Rostogi and kashyap (2001) Revealed that maximum occupational stress was found among nurses in comparison to clerks and teachers. A significant negative relationship between occupational stress and mental health is found among married working women employed in different professions. Sahu and Misra (1995) concluded that working women teachers feel more stress because of their dual responsibly and more concerned with family as expected from females. Rivera et. Al. (1997) found that annual employment, occupation and family responsibilities, such as childcare and weekly housework significantly affect self-reported health status of employed women. Williams et. Al. (1997) revealed that health-damaging psychosocial factors

like job strain, depression, hostility anxiety and social isolation take to cluster in certain individuals. The serey was conducted of Professors who were giving training to the teacher Blanchard (1982) came to know though his study that almost all teachers had Problem of mental health. This study was conducted on 656 colleges at 31,857 Professors. The data collected on mental health self-analysis rating as under. Approximately $\frac{1}{4}$ Professors education had some symptoms of Neurosis Approximately 14 Professors were places in the category of character disorder. $\frac{1}{4}$ were ranked as socially maladjustment $\frac{1}{8}$ were possessing the symptoms of regression. They were involved in the Past. The remaining $\frac{1}{8}$ suffered from mental and emotional disorder. They rarely required the treatment of mental hospital or psychiatrists. Dashmohapatra (1989) conducted the study of teachers of higher secondary school belonging to Puri. The attempt was made to find out the determinants of mental health. The surprising result of the study is that the most of the teachers were part timer and the difference in their salary was responsible for weak mental health. Most of the teachers had some problems of mental health the teachers felt that good social environment is essential for mental health. Rebero and Bhargaw (1994) study the severity of educational vocational stress in 145 male and 30 females. They found out that the level of stress of teachers is significantly related with their educational experiences. The teachers with less educational experience had more stress than the teachers with more experience.

I. OBJECTIVES

- To study and compare Mental Health dimension A (Positive self- Evaluation) of 1 to 10 years' experience and 15 years and above experience of college teachers.
- To study and compare Mental Health dimension B (Perception of Reality) of 1 to 10 years' experience and 15 years and above experience of college teachers.
- To study and compare Mental Health dimension C (Integration of Personality) between 1 to 10 years' experience and above 15 years and above experience of college teachers.
- To study and compare Mental Health dimension D (Autonomy) of 1 to 10 years' experience and 15 years and above experience of college teachers.
- To study and compare Mental Health dimension E (Group Oriented Attitudes) of 1 to 10 years' experience and 15 years and above experience of

college teachers.

- To study and compare Mental Health dimension F (Environmental Mastery) between 1 to 10 years' experience and 15 years and above experience of college teachers.
- To study and compare all over Mental Health between 1 to 10 years' experience and 15 years and above experience of college teachers.

II. HYPOTHESES

- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension A (Positive self-Evaluation).
- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension B (Perception of Reality).
- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension C (Integration of Personality).
- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension D (Autonomy).
- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension E (Group Oriented Attitudes).
- There will be no significant difference between 1 to 10 years' experience and 15 years and above experience of college teachers with regards to Mental Health dimension F (Environmental Mastery).
- There will be no significant difference between 1 to 10 years' experience and 15 years' experience of college teachers with regards to overall Mental Health.

III. SAMPLE

In present research 50 1 to 10 years' experience and 50 above 15 years and above experience of college teachers were randomly selected from the different colleges of Ahmadabad city.

IV. VARIABLES

In present research experience of college teachers was considered as independent variable. Scores of various dimension of mental health such as Positive self- Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitudes, Environmental Mastery and over all mental health were considered as dependent variables.

V. TOOLS

In present research mental health Inventory by Dr. Jagdish and Dr. A.K. Srivastave was used for data collection.

VI. RELIABILITY

The reliability of the inventory was determined by split-half method 'using odd-even procedure. The Table gives the reliability coefficients of different dimensions mental health and overall.

Table showing reliability coefficients

Dimensions of M.H.	Reliability index
1) Positive self-evaluation	.75
2) Perception of reality	.71
3) Integration of personality	.72
4) Autonomy	.72
5) Group oriented attitude	.74
6) Environmental competence	.71
7) Over all mental health	.73

VII. VALIDITY

Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold berg, 1978). It was found to be .54. It is not worthy here that high score on the general health questionnaire indicates poor mental health.

VIII. PROCEDURE

Mental health inventory was administered in small manageable group of participants, before the rapport was establish with each college teachers. After completion the data collection responses of each participants on inventory was scored by the scoring key of inventory.

Statistical analysis:

To analyze the data t-test was used.

IX. RESULT AND DISCUSSION

Mean SD and t value of various dimensions of the mental health of 1 to 10 years' experience and 15 years and above experience of college teachers.

The results of above table shows that t value of mental health dimensions A (Positive self-evaluation) of 1 to 5 years and 15 years and above experience of college teachers are 2.49. Which is significant at .05 levels? It means 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension A (Positive self-evaluation). The mean scores of 1 to 5 years' experience of college teachers are 28.15 and SD is 9.44 on mental health dimension A (Positive self-evaluation). The mean scores of 15 years and above experience of college teachers is 33.70 and SD is 10.48 on mental health dimension A (Positive self-evaluation). The t value of mental health dimension B (Perception of reality) of 1 to 5 years and 15 years and above experience of college teachers is 2.64. Which is significant at .01 levels? It means 1 to 5 years and 15 years and above

experience of college teachers significantly differ on mental health dimension B (Perception of reality). The mean scores of 1 to 5 years' experience of college teachers are 22.33 and SD is 7.73 on mental health dimension B (Perception of reality). The mean scores of 15 years and above experience

of college teachers are 27.22 and SD is 8.83 on mental health dimension B (Perception of reality).

Damnations of mental health	Group	N	M	SD	t	Level of significant
Positive self-evaluation	1 to 10 years' experience of college teacher	50	28.15	9.44	2.49	.05
	15 years and above experience of college teacher	50	33.70	10.48		
Perception of reality	1 to 10 years' experience of college teacher	50	22.33	7.73	2.16	.05
	15 and above years' experience of college teacher	50	27.23	8.83		
Integration of personality	1 to 10 years' experience	50	34.65	12.48	3.46	.01
	15 years and above experience of college teacher	50	26.40	8.46		
Autonomy	1 to 10 years' experience of college teacher	50	27.03	10.47	5.75	.01
	15 years and above experience of college teacher	50	33.28	9.19		
Group oriented attitude	1 to 10 years' experience of college teacher	50	35.48	11.33	2.44	.05
	15 years and above experience of college teacher	50	29.85	9.20		
Environmental competence	1 to 10 years' experience of college teacher	50	21.88	6.37	3.78	.01
	15 years and above experience of college teacher	50	28.48	9.02		
Over all mental health	1 to 10 years' experience of college teacher	50	169.50	42.08	0.97	NS
	15 years and above experience of college teacher	50	178.93	44.56		

The t value of mental health dimension C (Integration of personality) of 1 to 5 years and 15 years and above experience of college teachers is 3.46. Which is significant at .01 levels? It means 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension C (Integration of personality). The mean scores of 1 to 5 years' experience of college teachers is 34.65 and SD is 12.48 on mental health dimension C (Integration of

personality). The mean scores of 15 years and above experience of college teachers is 26.40 and SD is 8.46 on mental health dimension C (Integration of personality). The t value of mental health dimension D (Autonomy) of 1 to 5 years and 15 years and above experience of college teachers is 5.75. Which is significant at .01 levels? It means 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension D

(Autonomy). The mean scores of 1 to 5 years' experience of college teachers is 27.03 and SD is 10.47 on mental health dimension D (Autonomy). The mean scores of 15 years and above experience of college teachers is 33.28 and SD is 9.19 on mental health dimension D (Autonomy). The t value of mental health dimension E (Group oriented attitude) of 1 to 5 years and 15 years and above experience of college teachers is 2.44. Which is significant at .05 levels? It means 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension E (Group oriented attitude). The mean scores of 1 to 5 years' experience of college teachers is 35.48 and SD is 11.33 on mental health dimension E (Group oriented attitude). The mean scores of 15 years and above experience of college teachers is 29.85 and SD is 9.20 on mental health dimension E (Group oriented attitude). The t value of mental health dimension F (Environmental competence) of 1 to 5 years and 15 years and above experience of college teachers is 3.78. Which is significant at .01 levels? It means 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension F (Environmental competence). The mean scores of 1 to 5 years' experience of college teachers are 21.28 and SD is 6.37 on mental health dimension F (Environmental competence). The mean scores of 15 years and above experience of college teachers are 28.48 and SD is 9.02 on mental health dimension F (Environmental competence). The t value of overall mental health of 1 to 5 years and 15 years and above experience of college teachers is 0.97. Which is not significant? It means 1 to 5 years and 15 years and above experience of college teachers do not significantly is not differ on over all mental health. The mean scores of 1 to 5 years' experience of college teachers is 169.50 and SD is 42.08 on Over all mental health The mean scores of 15 years and above experience of college teachers is 178.93 and SD is 44.56 on Over all mental health.

X. CONCLUSION

- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension A (Positive self-evaluation).
- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension B (Perception of reality).
- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension C (Integration of personality).
- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension D (Autonomy).
- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension E (Group oriented attitude).
- 1 to 5 years and 15 years and above experience of college teachers significantly differ on mental health dimension F (Environmental competence).
- 1 to 5 years and 15 years and above experience of

college teachers significantly is not differ on overall mental health.

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