

## **CHAPTER NO - I**

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# CHAPTER- I

## INTRODUCTION

National development, social reconstruction and overall progress and prosperity of the society have ever been quite convincingly recognised to be closely linked with the system of education of the land. In our plan and action this has ushered in a movement for universalisation of education. In the socialistic pattern of society and a democratic set up we have accepted education as a fundamental right of one and all.

In the fitness of things, decency both in the means and ends of education express quality in education. Eventually all this comes to be known as the effectiveness of education. By effectiveness of education, we mean to receive quality education to produce intelligent learners and responsible citizens of the country. The yardstick of effectiveness of education remains to be its capability of maintaining a regular and sufficient supply of personally satisfying and socially useful individuals.

Education is fundamentally a phenomenon of interaction between the teacher and pupil. The society develops a frame work of curriculum which serves as the laid down track for the runway of education. The teacher as a professional worker, a group leader and a facilitator of learning virtually goes to stamp the ultimate outcome of this network of interaction, i.e. education. For all practical purposes, the quality of education is primarily reflected in the quality of its teachers. The quality of teachers moulds and shapes the quality of education. In this context, we are strikingly reminded of the so oftenly quoted remarks of the Education commission (1966, p 46) "of all the factors which influence the quality of education in and its contribution to national development, to quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing

them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. "

Our traditional education heritage considers teaching as a noble profession, besides being an art. These are some who teach to live and others who live to teach. The later category is the one who seeks effective means of teaching. Effective teaching is the outcome of being an effective teacher, success in teaching at all levels depends mainly upon the teacher, who are the real architects of a nation. Their role in developing the character and vision of the citizen of the future is unique. The Secondary Education Commission (1953) rightly points out that,

"The most important fact in our contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school, as well as in the community "

Teacher to be the real manager of classroom teaching-learning process must have skills, competence, inclinations and, of course, entire satisfaction with his Job. Teacher's mental health and job satisfaction play an important role in the teaching – learning process. If the teacher is not in sound mental health, he can do incalculable harm to the nation in terms of poor guidance to the students. Hence he cannot do justice to the job assigned to him.

### **1.1. Need and Significance of the problem**

The success of any educational system depends on securing well prepared teachers with strong character, high ideals, and devotion. According to Dewey, Education is a process which has a psychological as well as sociological dimensions. Some modern educationists assume that it is a tri-polar process which involves the interplay of the educator, the educand and the social forces. The educator tries to modify the personality of the educand in the light of the need and demands of the society to which the later belongs.

Our education is too much theoretical. Our teachers teach big theories in all fields of education and generally lack the competency and courage to do things practically.

In the words of Vinobha, "Our educated people are like lames, they can't move on their own. Our literate masses are blind, they need the theoretical support of the education, the whole malady is that theory and practice are not going together." Teachers have great responsibility when our society is undergoing in a radical change. Teachers act as the point for transmission of intellectual traditions and technical skills from generation to generation. Mahatma Gandhi recognized teachers as "custodian of future". Thus nothing is more important than ensuring sufficient number of high quality teaching professionals with the best possible infrastructure and facilitating satisfactory conditions of work culture. The quality of education depends on the quality of its teachers.

In the process of education teacher is the most important person. In the present century due to the increasing complexities of day to day life maladjustment has become a complex phenomenon. Education is now at the cross road where we have to think and look forward critically, analytically and progressively. Teachers' performance is the most crucial input in the field of education because policies have to be implemented by teachers as much through personal example and through teaching-learning process. If one's mental health is not good, he can not perform his job effectively. Mental health as a motivating force moulds and maintains adjustment.

Different individuals involved indifferent types of jobs. Job satisfaction indicates interest for job and it differs from person to person. Job satisfaction meets the need of our day to day life. It is always subject to change when we believe that change will satisfy our needs in a better way. Job satisfaction is not only essential for happiness and peace of mind but also for progress of an individual in future.

Mentally healthy teachers will be able to make successful adjustment with the given environment. Once he is satisfied and healthy, he will be more effective in the process of education. A teacher with sound mental health can work in a righteous way for self actualization and for the better development of teaching profession.

Thus, there arises a need of studying mental health and job satisfaction of teachers. That is why, researches should be made on this area more vividly. So the researcher wanted to study the mental health and its relationship with job satisfaction of elementary teachers in relation to medium of instruction, age, sex, educational qualification and teaching experience.

## **1.2. Concept of Mental Health.**

Mental health symbolises the nature of mind. It is the norm of fortitudes and firmness with which we act in our life. A relatively consistent kind of mood and a persistent quality of mind are the salient indicators of mental health. How do we look at ourselves and perceive the world around is reflected by our mental health.

The World Health Organization WHO 1948 has defined it as,

" Mental health is a state of complete physical, mental and social well being and not Merely the absence of disease or infirmity.

According to Torrance (1965), "Mental health entails freedom with responsibility, self reliance and genuine concern for the common welfare." According to Sinha ( 1990), " The concept of mental health is nearer to that of psychological well being. The former is often defined in terms of adaptation to the environment and equilibrium.

## **1.3. Mental Health of the teachers.**

WHO has received mental health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society. In this respect, teachers' mental health manifests the kind and

quality of his personality with which he engages himself in the service of assisting the students to realize all round growth and development of their unique individualities.

In a true sense a teacher is a friend, philosopher and guide, and has taken up the sacred job of teaching. Teaching means drawing out of the best from the child. Now the question comes, who should teach? The answer is "The best should teach." If one's mental health is not good he cannot perform his job effectively. Teacher's mental health stands for his adjustment and motivation with which he functions in the teaching profession. It is an index of his identification with the job. It symbolizes his professional effectiveness. In the words of Bernard (1961), "Mental health for teachers is a state in which they are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their duties and are humanly considerate of their co-workers."

Mental health is the state of mind of the teacher with which he displays his capacities and loyalties. The degree of happiness and satisfaction he derives from the profession is a determinant of mental health.

#### **1.4. Concept of job satisfaction:**

Satisfaction is an emotional response. The meaning of the concept can be discovered and grasped by a process of introspection that is an act of conceptual identification directed to one's satisfaction in the job in which an individual is engaged for reward may be said as job satisfaction.

The term job satisfaction was first used in 1935 in Hopocks monograph on job satisfaction. It refers to effective orientation on the part of the individuals towards work roles which they are presently occupying .

Vroom (1964) states that job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying.

When a person develops a sense of dignity of his work, he gets self satisfaction being involved in the job, develops a sense of responsibility for its

proper performance, tries the best of his ability for the refinements of the ways of performance.

Roberts (1986) defines, " Job satisfaction comprises those outward or inner manifestations which give an individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may come from the product or item product."

However, a more comprehensive approach requires that many additional factors be included before a complete understanding of job satisfaction. Those are employees' age, health, temperament, desires and levels of aspiration. Further his family relationships, social status, exceptional outlet, contributes ultimately to job satisfaction.

In short, job satisfaction is a general attitude that is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationships outside the job. Job satisfaction is the whole matrix of job factors that makes a person 'like' his work situation and be "willing" to head for it without distaste of the beginning of his workday.

### **1.5. Job Satisfaction of the teachers.**

In a rapidly developing scientific and technological society, the importance of job satisfaction can't be over emphasized. It is important to the employer and to the community. Investigations have shown that when a man is satisfied with his work, the employer profits by great output, fewer quit and many other get tangible and intangible results. The community profits on the score of individual and the nation prospers. This is the reason why understanding of the dynamics of job satisfaction becomes a serious consideration for all.

The teaching profession is not an exception to it. The teacher can remain satisfied in his job only when opportunities for the satisfaction of his social and ego needs are provided. The study of job satisfaction of teachers is an important aspect of human resource development. The job satisfaction of

teachers depends upon various factors both tangible and intangible. Tangible factors consist of salary, good working conditions and other material benefits. The intangible factors are promotional benefits, reward, philosophy of life, attitude towards the teaching profession. The teacher's personality has also a great role to play in the sphere of teacher effectiveness.

The teacher, being cornerstone of the arch of education, must be satisfied with his job so that he delivers the goods to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Therefore, it is essential to see that the teachers are satisfied with their occupation so that they can produce the best citizens who can become the backbone of the future society.

### **1.6. Statement of the Problem.**

The problem of the study can be stated as,

" A study of relationship between mental health and job satisfaction of elementary teachers." We will study this problem in relation to age, sex, educational qualification, teaching experience and medium of instruction.

### **1.7. Objectives of the Study**

1. To study the relationship between mental health and job satisfaction of elementary teachers.
2. To study the mental health of elementary teachers in relation to sex.
3. To study the job satisfaction of elementary teachers in relation to sex .
4. To examine the effect of age of elementary teachers in relation to mental health .
5. To examine the effect of age of elementary teachers in relation to job satisfaction .
6. To examine the effect of teaching experience of elementary teachers in relation to mental health .



7. To examine the effect of teaching experience of elementary teachers in relation to job satisfaction .
8. To analyze the mental health of elementary teachers with regard to educational qualifications .
9. To analyze the job satisfaction of elementary teachers with regard to educational qualifications.
10. To compare the mental health of elementary teachers of Urdu, Marathi and English medium .
11. To compare the job satisfaction of elementary teachers of Urdu, Marathi and English medium .

### **1.8. Hypothesis of the study**

- (1) There is no significant correlation between the mental health and job satisfaction of elementary teachers.
- (2) There is no significant difference in the mental health of male and female elementary teachers .
- (3) There exists no significant difference between the job satisfaction of male and female elementary teachers.
- (4) There exists no significant difference between the mental health of younger (from 20 to 34 years) age group and older age group (from 34 years & above)
- (5) There exists no significant difference in job satisfaction between younger and older age group.
- (6) There exists no significant difference in mental health of various teaching experience groups.
- (7) There exists no significant difference in the job satisfaction of various teaching experienced groups.
- (8) There exists no significant difference in the mental health of educational qualified groups.
- (9) There exists no significant difference in the job satisfaction of minimum qualified and higher qualified teachers.

- (10) There exists no significant difference in mental health of Marathi, Urdu and English medium teachers.
- (11) There exists no significant difference in the job satisfaction of Marathi, Urdu and English medium teachers.

### **1.9. Limitations of the Study**

The present study has certain limitations which are given below:-

1. The study is limited to 60 elementary teachers only.
2. Due to short span of time the study is restricted to six elementary schools only.
3. The study is restricted to two Urdu, two Marathi and two English medium schools only.
4. The study is restricted to Nanded distt. only.
5. The study could not take care of other variables due to paucity of time .

### **1.10. Variables**

#### **Independent Variables**

1. Age
2. Sex
3. Educational qualification.
4. Teaching experience
5. Medium.

#### **Dependent Variables**

1. Mental health.
2. Job satisfaction.