

## TEACHER SELF EFFICACY IN RELATION TO THEIR MENTAL HEALTH AND JOB SATISFACTION

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### ABSTRACT

*The purpose of the present study was to look into the job satisfaction and mental health of college teachers of Bathinda in stream of education. The present study was a descriptive survey conducted on a sample of 100 women teachers teaching in government and self-financed college in the Bathinda district of Punjab. Multistage randomization was followed at the district college and teacher level. The results of the study showed that there is significant relationship between Mental Health and job satisfaction among college teachers of Bathinda.*

**Key Words: Self Efficacy, Mental Health and Job Satisfaction**

### INTRODUCTION

The aim of education goes beyond the development of academic competence. Education as such aspires for bringing about all round development of child's personality which includes the physical, intellectual & social attributes. Mahatma Gandhi rightly said, "Education is the all-round development of one's body, mind & spirit".

It has been found that a strong sense of academic self-efficacy enhances students' academic accomplishment, quality of functioning and personal well being (Adeyemo, 2001; Pajare, 1996). Bandura (1997) also states that a sense of self-efficacy is an important contributor to the attainment of further competences and successes.

It is an established fact that performance of a teacher mainly depends upon his/her psychological state of mind. But while performing dual role that is balancing work and family, women teachers face various psychological and social problems. Working women's problems are aggravated by their multiple role expectations which we find in Indian society. Today, women have to perform

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multiple roles as of wife, mother, homemaker, worker and a citizen. A working women taking up a job outside home also has to look after domestic work along with her official work. This dual responsibility has over-burdened married working women, there by leading to multidimensional problems (Pandya&Thakker, 2009). Too much stress on mind and body can make working women feel miserable, worried, sad and ill.

Particularly, teacher stress has increasingly been recognized as a widespread problem in education (Boyle, Brog, Falzon&Baglioni, 1995; Dick & Wagner, 2001; Kyriacou, 2001). It has been seen that as compared to the general population, teachers are at risk for higher levels of psychological distress and lower level of job satisfaction (Travers & Cooper, 1996; Schonfield, 1990).

### **JOB SATISFACTION**

Job satisfaction plays a very major role in imparting, excellent education to students as it acts as a motivating factor. (Kumari, 2008). If teachers attain adequate job satisfaction they will be in position to fulfill the educational objectives and national goals.

### **MENTAL HEALTH**

Mental health is described by WHO (2005), as: “A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

In this study the various components of mental health status such as: attitude towards the self, positive attitude toward others, self-actualization, integration, autonomy, perception of reality, environmental mastery, optimism refers to a state of emotional and psychological well-being in which an individual is able to use his or her emotional and cognitive capabilities, function in society and meet the ordinary demands of everyday life are included. Here mental health is broader than lack of mental disorders.

### **TEACHER SELF EFFICACY**

Self-efficacy is people’s judgments about their abilities or competencies to perform tasks. It has been seen that individuals tend to engage in activities for which they feel competent or have high self-efficacy (Vander Bijl&Shortridge- Baggett, 2002). It may be due to efficacy beliefs which influence intensity of efforts of people in activity and their quality of persistence on the activity during adverse situations.

## **STATEMENT OF THE PROBLEM**

Teacher Self Efficacy In Relation To Their Mental Health And Job Satisfaction

## **OBJECTIVES**

1. To find the relationship between Mental Health and job satisfaction among college teachers of Bathinda.
2. To find the relationship between self efficacy and job satisfaction among college teachers of Bathinda.
3. To find the relationship between Self-Efficacy and Mental health among college teachers of Bathinda.
4. To find whether there exists significant difference in each of the variables Mental Health and job satisfaction with respect to: a. Age, b. College

## **HYPOTHESES**

1. There is no significant relationship between Mental Health and job satisfaction among college teachers of Bathinda.
2. There is no significant relationship between each of the components of self efficacy and job satisfaction among college teachers of Bathinda.
3. There is no significant relationship between Self-Efficacy and Mental health among college teachers of Bathinda.
4. There is no significant difference in variables Mental Health and job satisfaction with respect to: a) College b) Age

## **SAMPLE**

100 teachers from Bathinda district of Punjab were selected by using Stratified Random Sampling Technique

## **TOOLS**

<b>Aspect Studies</b>	<b>Test and Scale Name</b>	<b>Developed By</b>
Teacher self efficacy	General Self-Efficacy Scale (G.S.E. Scale)	Schwarzer, Schmitz and Daytner (1999)
Job satisfaction	Teacher Job satisfaction Scale (TJSS)	Mudgil, Muhur, and Bhatia's (1991)

Mental health	Mental Health Status Scale (M.H.S. Scale).	Peter Becker (1989)
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### STATISTICAL TECHNIQUES USED IN THE STUDY

1. Mean, standard deviation of scores of 100 women teachers was calculated on the variables of teacher self-efficacy, job satisfaction and mental health of college women teachers' to ascertain the nature of score distribution.
2. Percentages of college women teachers at different level of teacher self-efficacy and job satisfaction and mental health problems were calculated.
3. Karl-Pearson's coefficient of Correlation was used to find out the relationship of teacher self-efficacy, job satisfaction and mental health problems.

**Table-1**

**Mean, SD and correlation and level of significance relationship between Mental Health and job satisfaction among college teachers.**

Adjustment	N	MEAN	S.D	r	Level of Significance
Job Satisfaction	100	144.3	9.080	0.205	Significant
Mental Health	100	34.7	4.452		

Table-1 represents the mean of Mental Health and job satisfaction among college teachers. The mean scores of Mental Health and job satisfaction among college teachers was 34.7 and 144.3 respectively. The standard deviation of Mental Health and job satisfaction among college teachers was 4.4528 and 9.080 respectively. The calculated correlation was 0.205 which is significant. The calculated correlation 0.205 was found to be significant; hence, stating "There is no significant relationship between Mental Health and job satisfaction among college teachers of Bathinda" stands rejected. It is concluded that the mean scores of Mental Health and job satisfaction among college teachers has relation.

**Table - 2**

**Mean, SD, Correlation and level of significance of relationship between self efficacy and job satisfaction among college teachers.**

<b>Adjustment</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>R</b>	<b>Level of Significance</b>
self efficacy	100	182.5	12.435	0.215	Significant
job satisfaction	100	144.3	9.080		

Table -2 represents the means of the self efficacy and job satisfaction among college teachers. The mean scores of self efficacy and job satisfaction among college teachers was 182.5 and 144.3 respectively. The standard deviation of self efficacy and job satisfaction among college teachers was 12.43 and 9.08 respectively. The calculated correlation was 0.215 which is significant at both levels.

The calculated correlation was 0.215 which is significant at both level, hence, Hypothesis 2 stating “There is no significant relationship between self efficacy and job satisfaction among college teachers of Bathinda is rejected. It is concluded that the mean scores of self efficacy and job satisfaction among college teachers significantly. Thus we can say that there is a relationship between self efficacy and job satisfaction among college teachers of Bathinda.

**Table - 3**

**Mean, SD, t-ratio and level of significance relationship between Self-Efficacy and Mental health among college teachers.**

<b>Emotional Intelligence</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>r</b>	<b>Level of Significance</b>
Self-Efficacy	100	182.5	12.435	0.245	significant
Mental health	100	34.7	4.452		

Table –3 represents the means of the self efficacy and Mental health among college teachers. The mean scores of self efficacy and Mental health among college teachers was 182.5 and 34.7 respectively. The standard deviation of self efficacy and Mental health among college teachers was 12.43 and 4.45 respectively. The calculated correlation was 0.245 which is significant at bothlevel.

The calculated correlation was 0.245 which is significant at both the levels.

Hence, “There is no significant relationship between Self-Efficacy and Mental health among college teachers of Bathinda.” is rejected. It is concluded that the mean scores of self efficacy and Mental health among college teachers is significant. Thus we can say that “There is a relationship between self efficacy and Mental health among college teachers of Bathinda”.

**Table – 4(a)**

**Mean, SD, t-ratio and level of significance of mental health with respect to age.**

<b>Variables mental health</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>t-ratio</b>	<b>Level of Significance</b>
Govt. college	50	34.6	3.801	0.396	Not Significant
Self financed College	50	34.8	5.058		

Table 4(a) represent the t-test signifying difference of means of Govt. College and self financed College on the scores of Mental health is 0.396. This value is not significant at both levels that is 0.05 & 0.01 level of confidence. There is no significant difference between the teachers of Govt. College and self financed College on the scores of Mental health. Thus the hypothesis is accepted.

**Table 4(b)**

**Mean, SD, t-ratio and level of significance of Job satisfaction with respect to colleges.**

<b>Variables job satisfaction</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>t-ratio</b>	<b>Level of Significance</b>
Govt. college	50	144.8	9.367	0.295	Not Significant
Self financed College	50	143.8	8.850		

Table 4 (b) represent the t-test signifying difference of means of Govt. College and self financed College on the scores of Job satisfaction is 0.295. this value is not significant at both levels that is 0.05 & 0.01 level of confidence. There is no significant difference between the teachers of

Govt. College and self financed College on the scores of Job satisfaction. Thus the hypothesis is accepted.

**Table 4 (c)**

**Mean, SD, t-ratio and level of significance of Mental Health with respect to age.**

<b>Variables mental health</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>t-ratio</b>	<b>Level of Significance</b>
below 35	50	34.8	4.218	0.001	Not Significant
above 35	50	34.469	4.716		

**RESULT**

Table 4 (c) represent the t-test signifying difference of means of age below 35 and above 35 teacher on the scores of Mental Health is 0.001. This value is not significant at both levels that is 0.05 & 0.01 level of confidence. There is no significant difference between the teachers age of below 35 and above 35 on the scores of mental health. Thus the hypothesis is accepted.

In this concern, some of the previous studies related to job satisfaction (Dr. Rajesh Kumar Singh ,Journal Of Education & Psychological Research (Vol.7, No.1) 2017) confirmed that There is no significant difference between the teachers age of below 35 and above 35 on the scores of Job satisfaction.

**Table 4 (d)**

**Mean, SD, t-ratio and level of significance of job satisfaction with respect to age.**

<b>Variables job satisfaction</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>t-ratio</b>	<b>Level of Significance</b>
below 35	50	143.86	9.374	0.007	Not Significant
above 35	50	144.72	8.849		

Table 4 (d) represent the t-test signifying difference of means of age below 35 and above 35 teacher on the scores of Job satisfaction is 0.007. This value is not significant at both levels that

is 0.05 & 0.01 level of confidence. There is no significant difference between the teachers age of below 35 and above 35 on the scores of Job satisfaction. Thus the hypothesis is accepted.

### **FINDINGS OF THE STUDY**

1. There is significant relationship between Mental Health and job satisfaction among college teachers of Bathinda.
2. There is significant relationship between each of the components of self efficacy and job satisfaction among college teachers of Bathinda.
3. There is significant relationship between Self-Efficacy and Mental health among college teachers of Bathinda.
4. There is no significant difference in variables Mental Health and job satisfaction with respect to: a) College b) Age



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