3.1 INTRODUCTION:

The purpose of the present study was to look into job satisfaction, and mental health of mainstream and special school teachers. For this purpose descriptive method of research was used in the conduct of the present study. In order to achieve the objectives of the present study it was required to select a representative sample of school teachers and the necessary tools for collecting the data. The relevant details of different aspects of the study are given under.

3.2 RESEARCH APPROACH:

The study was conducted through descriptive method of research. The descriptive method has been the most widely used research method in education. The method requires sample and related research instrument for collection of data and conduct of the study. The purpose of the present study was to look into the job satisfaction and mental health of the mainstream school (secondary) and special school teachers and to study their correlation and regression analysis between mental health and job satisfaction. For this purpose descriptive method of research was used to conduct the present study. In order to achieve the objectives of the present study it was required to select a representative sample of mainstream (secondary) school teachers and the special school teachers. The necessary tools for collecting the relevant data were selected. The relevant detail of different aspects of this study has given as under.

3.3 POPULATION OF THE STUDY:

Secondary school teachers from mainstream school of Bengali-medium, recognized by the Board of Secondary Education/ Council of Higher Secondary Education, and special school teachers of Bengali-medium, recognized by Department of Mass Education, and studied in rural sub urban and urban areas of West Bengal state, India, constituted the population of the present study. Some other important characteristics of the population were:

i. Mother tongue of majority of the teachers was Bengali.
ii. In case of mainstream school all the teachers followed age specific same curriculum and syllabus framed by the West Bengal Board of Secondary Education/ Council of Higher Secondary Education.

iii. In case of special school all the teachers do not follows age specific and similar curriculum. Here curriculum forms as per the need of the students.

iv. Majority of the mainstream teachers are having general B Ed degree, whereas special school teachers are having special B Ed to teach visually impaired, hearing impaired, or mentally retarded children.

3.4 SAMPLE AND SAMPLE DESIGN:

For collection of relevant data the present investigator selected 600 sample, from mainstream schools (n=300) and special schools (n=300), in the equal number in terms of gender was obtained to conduct the study. Purposive sampling technique is used for data collection. State West Bengal is full of diversity in respect to geographical settings. Some part of the state is rich in agriculture, some parts are industrially developed. Majority of the teachers are second or third generation learner, but some of them were first generation learner. The teacher belongs to different social and economic background. A list of special school from where the researcher collected sample is given in Appendix-III. Detailed description of the respondents shown in the following tables:

Table 3.1: Detailed description of respondent teachers

<table>
<thead>
<tr>
<th>Types of institution</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Mainstream school</td>
<td>150</td>
</tr>
<tr>
<td>Special school</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
</tr>
</tbody>
</table>
Table 3.2: Detailed of demographic characteristics of 300 respondents from mainstream school

<table>
<thead>
<tr>
<th>Variables Type</th>
<th>Range of Variables</th>
<th>Total No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>School location</td>
<td>Rural</td>
<td>66</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Suburban</td>
<td>51</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>183</td>
<td>61</td>
</tr>
</tbody>
</table>

Table 3.3: Detailed of the demographic characteristics of 300 respondents of different impairment such as V.I., H.I., M.R. schools

<table>
<thead>
<tr>
<th>Variables Type</th>
<th>Range of Variables</th>
<th>Total No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>School location</td>
<td>Rural</td>
<td>71</td>
<td>23.67</td>
</tr>
<tr>
<td></td>
<td>Suburban</td>
<td>62</td>
<td>20.67</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>167</td>
<td>55.67</td>
</tr>
<tr>
<td>Teachers of the different category school</td>
<td>V.I</td>
<td>116</td>
<td>38.67</td>
</tr>
<tr>
<td></td>
<td>H.I.</td>
<td>103</td>
<td>34.33</td>
</tr>
<tr>
<td></td>
<td>M.R.</td>
<td>81</td>
<td>27</td>
</tr>
</tbody>
</table>

(V.I. - Visual impairment, H.I. - Hearing impairment, M.R. - Mentally retarded)

3.5 VARIABLES:

1. Independent Variable:

   (A) Gender
   
   (a) Male
   
   (b) Female

   (B) School location
   
   (a) Rural
   
   (b) Sub-Urban
(c) Urban

(C) Teachers of the student (Teachers type)
(a) Mainstream
(b) Visually impaired
(c) Hearing impaired
(d) Intellectually impaired

(D) Mental Health

2. Dependent Variable:
(A) Job satisfaction

3.6 RESEARCH TOOLS USED:
For collecting data one may use various research devices. For each and every type of research we need certain tools to gather or to explore new fields, which act as means are called research tools. The success of any research endeavour is largely dependent upon the tools which are used for the data collection. The following tools were selected and used by the investigator in the study.


3.6.1 Description of Teacher’s Job Satisfaction Scale:
In the present study Teacher’s job satisfaction scale developed by Anand, S. P. (1992) was used. This scale was adapted in Bengali version by Nanda & Behera (2011) and used in several research works. The original job satisfaction scale of Anand (1992) has been constructed following Likert’s method (5 – point) used in the construction of Attitude scale. The Bengali version of the scale consists of 35 statements, 18 statements stating positive attitude and 17
statements expressing negative attitude of teachers towards the teaching profession. The scale is usually responded by the teachers within 10 – 15 minutes.

3.6.1.1 Reliability:
Test-retest reliability of the scale is - .95.

3.6.1.2 Validity:
The validity of this scale is further established by applying Chi-square test of independence between the expressed degree of satisfaction by teachers themselves and the scores they got on the scale. The Chi-square between these two sets has been found to be significant.

3.6.1.3 Administration:
The scale is self-administrable. There is no time limit and there are no right, or wrong responses. Hence the teachers are free to express their responses as they perceive, keeping in view the maximum possible job satisfaction (high) of teachers and the least possible job satisfaction (low) of teachers, as frame of references for individual rating.

3.6.1.4 Scoring:
The positive statements for their five alternative responses are scored in the order of 4,3,2,1 and zero and for negative statements the scoring order is reversed. Teachers scoring 88 and above are considered to be satisfied while who score less than 88 are identified as dissatisfied ones. The specimen copy of the test is given in Appendix-I.

3.6.2 Description of RCE. Mental Health Scale:
This scale was developed by Anand, S.P. (1992). In the construction of Mental Health Scale, Likert’s technique has been followed. This scale was adapted in Bengali version by Nanda & Behera (2011) and used in several research works. 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, v. Personal adjustment, vi. Record of achievements. The scale consists of 60 items (20 positive items and 40 negative items). Description of dimension of mental health are given below:

### 3.6.2.1 Self-concept:

One's self-concept (also it may be called self-construction, self-identity, self-perspective or self-structure) is a collection of beliefs about oneself that includes elements such as academic performance, gender identity, sexual identity, and racial identity. Generally, self-concept embodies the answer to "Who am I?" Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept also differs from self-esteem: self-concept is a cognitive or descriptive component of one's self (e.g. "I am a fast runner"), while self-esteem is evaluative and opinionated (e.g. "I feel good about being a fast runner"). Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves (or possible selves) represent individuals’ ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviour.[1]

### 3.6.2.2 Concept of life:

Concept of life is the meaning of life, or the answer to the question "What is the meaning of life?" pertains to the significance of living or existence in general. Many other related questions include "Why are we here?", "What is life all about?", or "What is the purpose of existence?" There have been a large number of proposed answers to these questions from many different cultural and ideological backgrounds. The search for life's meaning has produced much philosophical, theological, and metaphysical speculation scientific, throughout history. Different people and cultures believe different things for the answer to this question.[2]
3.6.2.3 Perception of self amongst others:

Perception of self amongst others is an account of attitude formation developed by psychologist Dary Bem. It asserts that people to develop their attitudes (when there is no previous attitude due to a lack of experience, etc. and the emotional response is ambiguous) by observing their own behaviour and concluding what attitudes must have caused it. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes determine behaviours. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The person interprets their own overt behaviours rationally in the same way they attempt to explain others' behaviours. In an attempt to decide whether individuals induce their attitudes as observers without accessing their internal states, Bem used interpersonal simulations, in which an "observer-participant" is given a detailed description of one condition of a cognitive dissonance experiment. Subjects listened to a tape of a man enthusiastically describing a tedious peg-turning task.\[3\]

3.6.2.4 Perception of others:

Social perception (or person perception) is the study of how people form impressions of and make inferences about other people. People learn about others' feelings and emotions by picking up information they gather from physical appearance, verbal, and nonverbal communication. Facial expressions, tone of voice, hand gestures, and body position or movement are just a few examples of ways people communicate without words. A real-world example of social perception would understand that others disagree with what one said when one sees them roll their eyes. There are four main components of social perception: observation, attribution, integration, and confirmation. Observations serve as the raw data of social perception-interplay of three sources: persons, situations, and behaviour. These sources are used as evidence in supporting a person's impression or inference about others. Another important factor to understand when talking about social perception is attribution. Attribution is expressing an individual's personality as the source or cause of their behaviour during an event or situation. In order to fully understand the impact of personal or situational attributions, social perceivers must integrate all available information
into a unified impression. To finally confirm these impressions, people try to understand, find, and create information in the form of various biases. Most importantly, social perception is shaped by an individual's current motivations, emotions, and cognitive load capacity. Cognitive load is the complete amount of mental effort utilized in the working memory. All of this combined determines how people attribute certain traits and how those traits are interpreted.\[^4\]

### 3.6.2.5 Personal adjustment:

In psychology, adjustment refers to the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment. In general, the adjustment process involves four parts: a need or motive in the form of a strong persistent stimulus, the thwarting or non fulfilment of this need, varied activity, or exploratory behaviour accompanied by problem solving, some response that removes or at least reduces the initiating stimulus and completes the adjustment.\[^5\]

### Table 3.4: Dimension wise distribution of statements of Mental Health

<table>
<thead>
<tr>
<th>Sl</th>
<th>Dimensions</th>
<th>Nature of items</th>
<th>All total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>Self concept</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Concept of life</td>
<td>18,45</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Perception of self amongst others</td>
<td>14,20,27,37,50, 60</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Perception of others</td>
<td>1,2,3,29,32</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Personal adjustment</td>
<td>8,51,53</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Record of achievement</td>
<td>9,21,47</td>
<td>3</td>
</tr>
</tbody>
</table>
3.6.2.6 Record of achievement:

Academic achievement or (academic) performance is the outcome of education—the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts.\[^6\]

3.6.2.7 Reliability:

Test-retest reliability of the scale is +.88.

3.6.2.8 Validity:

Coefficient of correlation of the scale is value of -.49. This substantiates the content and face validity of the Scale.

3.6.2.9 Administration:

The scale is self-administrable. There is no time limit and there are no right, or wrong responses. Hence the teachers are free to express their responses as they perceive, keeping in view the higher level of mental health (high) of teachers and the lower level of mental health (low) of teachers, as frame of references for individual rating.

3.6.2.10 Scoring:

The positive statements for their five alternative responses are scored in the order of 4,3,2,1 and zero and for negative statements the scoring order is reversed. Teachers scoring 189 and above are considered to be highly mentally healthy while who score between 146 to 188 are considered to be moderately mentally healthy, less than 88 are identified as to be lower mental health ones. The specimen copy of the test is given in Appendix-II.
3.7 RESEARCH DESIGN:

The objective of the study dictated that present investigation had undertaken in five phases-

**Phase 1**- The first phase was concerned with the adaptation of Job Satisfaction and Mental Health Scale in Bengali and therefore usual psychometric operations such as, item analysis, estimation of reliability and validity for each tool were done.

**Phase 2**- The second phase was concerned with the selection of intended sample and collection of data by using the Job Satisfaction and Mental Health Inventory in Bengali from mainstream and special school.

**Phase 3**- The third phase was concerned with the scoring of the answer scripts according to the norms of the tests and statistical techniques were used for the analysis of the collected data.

**Phase 4**- The fourth phase was concerned with the exploration of relationships among the different variables under consideration and providing suggestions on the basis of the findings.

**Phase 5**- The fifth and the final phase was associated with report writing.

3.8 STATISTICAL METHODOLOGY:

The data collected from the students were subjected to different statistical techniques. The statistical measures of the study were divided into four parts, viz. –

1. Descriptive statistics

2. Inferential statistics

3. Co-relational statistics

4. Multiple Regression Analysis

**1. Descriptive Statistics** – For the present study, statistics such as mean, median, standard deviation, standard error would be calculated. Moreover bar diagram
would be plotted for each variable under consideration to show the picture proportion of the total in striking way.

2. Inferential Statistics – Inferential statistics would be carried out to make generalizations or inferences about the population from the observation of characteristics of sample. For the present study factorial ANOVA design would be adopted to find out whether there was any significant mean difference among the variables under consideration.

3. Co-relational Statistics – The researcher decided to follow the co-relational method of descriptive research. This methodology helps to ascertain the extent to which variations in one variable are associated with variations to another. The magnitude of the relationship would be determined through the use of the coefficient of correlation.

4. Multiple Regression Analysis – One of the important aims of multiple regression analysis in co-relational methodology is prediction. The objective of the present study was to know to what extent job satisfaction can be predicted on the basis of variables like mental health, gender, teachers’ type and school location. Thus the researcher decided to follow multiple regression analysis technique for the purpose of prediction.

3.9 PROCEDURE OF DATA COLLECTION:

The investigator typed all the 3 questionnaires (one demographic data sheet and two scale) and multiplied. Then the investigator met the Head Masters of the respective schools, narrated her purpose and plan of data collection and obtained formal permission from them to collect the data.

On the appointed date and time the investigator went to a particular school and then to the staff room. There she was introduced by the Head of the Institution. She narrated her purpose, the significance of visit and made good rapport with the subjects with informal discussion and finally when she was assured that the
psychological climate of the staff room was good enough for the test administration she began her job.

The researcher divided the teachers in groups of 2 to 6 and distributed the questionnaires, after obtaining their consent. This way questionnaire are handed over to all the respondents and explained to them how they should fill in the questionnaires. The researcher clarified some of the doubts raised by the some of the teachers. They were given sufficient time to fill in the questionnaires.

The filled in the questionnaires collected from the teachers personally critically examined, cleaned and quantified as far as possible and tabulated systematically for further analysis. In this way the data collection in all the selected schools were covered and it took nearly six months.