



JOB SATISFACTION AND MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS

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Abstract

The present study is to examine the relationship between job satisfaction and mental health of secondary school teachers with reference to the background variables. Survey method was used in the study. A sample of 260 teachers was chosen from 15 secondary schools located in Kancheepuram district. Job satisfaction inventory by Padmanabaiah (1986) and mental health inventory by Lakshmi Prabha (2002) was used for data collection. Data was analyzed by using t-test, F-ratio and r-value. From the findings of the study, it is found that there is significant difference in job satisfaction of secondary school teachers with regard to type of management. Findings of the study also indicates that there is a significant correlation between job satisfaction and mental health of secondary school teachers.

Keywords: Job satisfaction, Mental Health, Secondary school teachers.



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Introduction:

A teacher occupies an pivotal role in the system of education. Teacher is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding. Teacher acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Thus, the importance of a teacher for the community and educational system is very much evident.

Although teaching is a profession, yet people do not think of a teacher as a professional worker like other professions such as medicine, law, engineering, etc., many consider it not a profession but a mission. Mental health refers to the healthiness of the mind, wholesomeness of the body as implicit in physical health. Accordingly, mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning of school teachers. Job satisfaction is a combination of two words "job" and "satisfaction". Job is an occupational activity performed by an individual in return for monetary reward, while satisfaction is a word which is difficult to define.

Objectives of the study:

The following objectives were framed.

- To find out whether there is any significant correlation between job satisfaction and mental health among secondary school teachers.
- To study whether there is any significant difference between job satisfaction and mental health of secondary school teachers based on gender and type of management.

Hypotheses:

The following hypotheses have been formulated to guide this study.

- There is no significant correlation between job satisfaction and mental health of secondary school teachers.
- There is no significant difference between male and female secondary school teachers in job satisfaction and mental health.
- There is no significant difference among secondary school teachers working in Government, Government Aided and Private schools in job satisfaction and mental health.

Methodology:

Normative survey method was used in the present study. The sample consists of 260 secondary school teachers working in Kancheepuram district. The sample was drawn by random sampling technique.

Tools used:

The following tools were used for collecting data.

- Job satisfaction by Padmanabaiah (1986) and
- Mental health by Lakshmi prabha (2002).

Analysis of data

Table 1: Mean difference of Job satisfaction and Mental Health of secondary school teachers based on Gender

	Gender	N	Mean	SD	df	t-value	Level of significance
Job satisfaction	Male	74	154.1622	22.9090	258	1.253	NS
	Female	186	157.9355	21.5127			
Mental Health	Male	74	30.3649	4.1333	258	0.555	NS
	Female	186	30.6344	3.2708			

From the above table, it is evident that there is no significant difference between male and female secondary school teachers in job satisfaction and mental health. Hence the formulated hypothesis is accepted.

Table 2: Mean difference of secondary school teachers in job satisfaction based on type of management

Source	SS	df	MSS	f- ratio	Level of significance
Between the groups	10259.949	2	5129.974	11.522	S**
Within the groups	114423.1	257	445.226		
Total	1246830.0	259			

** Significant at 0.01 level.

From the above table, it is inferred that there is significant difference among the students studying in Government, Government Aided and Private schools in Job satisfaction at 0.01 level. Hence the formulated hypothesis that there is no significant difference in job satisfaction among secondary school teachers based on type of management is rejected.

So, further analysis is required to find out the significant difference among three groups.

Variables	N	Mean	S.D	"t" value	Level of significance
Government Vs. Government aided	145	159.9862	20.4844	4.836	0.01
Government aided	46	143.3261	20.3241		
Government Vs. Private	46	143.3261	20.3241	3.93	0.01
Private	69	159.3188	22.8199		
Government Vs. Private	145	159.9826	20.4844	0.207	NS
Private	69	159.3188	22.8199		

From the above table, it is observed that there exists significant difference between Government and Government Aided and Government Aided and Private school teachers in job satisfaction. From the mean scores, it is evident that Government school teachers have more job satisfaction when compared to Government Aided and Private school teachers.

Further, it is inferred that there is no significant difference between Government and Private school teachers. It may therefore be concluded that government school teachers and private school teachers are similar in job satisfaction.

Table 4: F Table showing the significant difference in mental health with respect to type of management

Source	SS	df	MSS	f- ratio	Level of significance
Between the groups	26.802	2	13.401	1.075	NS
Within the groups	3203.333	257	12.464		
Total	3230.135	259			

From the above table, it is observed that there exists no significant difference among Government, Government Aided and Private school teachers in mental health. Hence the formulated hypothesis is accepted.

Table 5: Correlation between Job Satisfaction and Mental Health

Variables	"r" - value	Level of significance
Job satisfaction and mental health	0.236	S**

** Significant at 0.01 level

From the above table, it is observed that there is significant and positive correlation between job satisfaction and mental health of secondary school teachers. Hence the formulated hypothesis is rejected.

Educational implications:

From the findings of the study, it is evident that both male and female teachers are similar in job satisfaction and mental health. With respect to type of management, it is observed that Government and Private school teachers have more job satisfaction than Government Aided school teachers. This may be due to the fact that Government and Private are paying high salary than Government Aided teachers those who are working under the Management. Hence, in order to progress their job satisfaction of school teacher, they may be offered high salary and more employment opportunities have to be provided in both Government Aided and Government schools. Poor environment, conditions, pay and lack of promotions opportunity need to be addressed if the issues of Job satisfaction and burnout are going to be rectified or reduced. The following ways are to be implemented for better mental health among teachers.

- Conducive school environment
- Supervision to be creative not corrective
- Equitable workload

- Department to lay down rules for the provision of adequate teaching aids
- Teachers have to take responsibility for maintaining their health.

To ensure job satisfaction among teachers, the condition of service for secondary school teachers should be made attractive. Teachers should be well paid and their promotions should be given as of when due. The Administrative and organizational structure should be well organized. Teachers should be involved in decision making in school. Teachers should be encouraged and sponsored to go for in-service training, as that would equip them better. Teachers should improvise teaching aids, as that would assist them in their teaching. Proprietors and government should ensure adequate provision of instructional materials and facilities in their schools. The laboratories should be equipped and the libraries stocked with enough materials.

Conclusion:

In the present educational scenario, it is found that the teacher education system is a very significant milestone. In order to be a good teacher, it is not only necessary to have a command over the subject matter and the techniques of teaching but it is also imperative to understand the student's mental health. For making the students effective in the teaching learning process, first of all the teachers' mental health and job satisfaction of teachers should be addressed in a positive way. To enhance students' learning, teachers should have passion over the job and they should avoid stress while entering into the class to produce bright future generation.

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