



# A Study of Mental Health and Job Satisfaction of Secondary School Teachers

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## Abstract

The purpose of this quantitative study was to study the job satisfaction and mental health of teachers teaching in government and private schools. To find out the job satisfaction and mental health of teachers "Job Satisfaction Schedule" by Dr. Pramod Kumar and DN Produced by Muthha (1996) and "Mental Health Schedule" by Dr. Jagdish and Dr. A.K. Shrivastav has been applied on the sample of 600 secondary teachers. After analysed the collected data with the help of t-test, it result showed that the significant difference was found between job satisfaction and mental health of teachers teaching in government and private schools.

**Keyword:** *Mental Health, Job Satisfaction, Secondary School Teachers, Working Condition & Realization*

## Introduction

In the present times, the teacher is an integral part of the school because he is closely connected with the character of the society and nation, its culture and ethos. The teacher is the master of the teaching process. In today's progressive, technological, computer and information revolution, education, teacher and educational process to reach the right and progressive peak, it is necessary that the teacher be provided with appropriate transmission and effective training.

Dr. A.P.J. Abdul Kalam said that teacher is the best work of God, she develops human's innate powers and transforms human into rational and cultural human. Cultures social qualities in a person and makes his or her visions larger. If the teacher is alert to his responsibility, then the quality of education is reflected in the society and in the field of education. Because teacher acts as a bridge between education and society.

The major concept of the Education Commission (1964–66) is that the fate of India is being built in school classrooms. It is right in its place that school buildings, syllabus, curriculum activities, instruction programs, textbooks etc. are important in educational programs, but unless they are given momentum by good teachers, as long as all these are meaningless. Therefore, teacher is the power that directly or indirectly exerts influence over the coming institutions. Thus teachers have a major role in the classrooms of the school. The teacher who produces many people is not an individual but an institution in itself.

To improve the quality of teachers in the National Education Policy (1986), changes will be made in such a way that their selection can be done on the basis of their merit, individually and according to the expectations of their work. The salary and service conditions of teachers should be in line with their social professional obligations.

But in today's present situation, the most influential reason for teaching work has been the political interference in the social environment. Because today the person associated with all the business of the society is stressed. Often, teachers have an interest, enthusiasm and a desire to do something new in the study profession before admission to teacher institutions.

But over the years, it has been seen that teachers feel uninspired, pessimistic, stressed and tired and start to think of themselves as something new. Teachers working in the teaching profession have to make many adjustments in training institutes. In this process of adjustment, many times teachers are satisfied where they are faced with the same state of dissatisfaction.

## Review of Related Literature

**Mishra, devendra kumar. And Gihar, Pro.sandhya (2017)** Studied on job satisfaction among secondary school teachers: a study. The result was revealed that no significant gender, & locality and experience difference in job satisfaction among secondary school teacher.

**Tomar, sushil kumar. (2015)** conducted a research on a study of teacher's effectiveness and job satisfaction in secondary schools. In the conclusion it was found that the teachers have average effectiveness and job satisfaction towards their profession. There is no significant difference between teacher's effectiveness and job satisfaction of male and female secondary school teacher.

**Sylvester (2010)** studied on a study to know attitude towards teaching profession and job satisfaction of teacher educators. Result revealed that there was no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession.

## Objective

1. To study the job satisfaction of teachers teaching in government and private schools.
2. To study the Mental Health of teachers teaching in government and private schools.

## Hypothesis

1. The significant differences is not found between job satisfaction of teachers teaching in government and private schools.
2. The significant differences is not found between Mental Health of teachers teaching in government and private schools.

## Research Methodology

In this study the Survey Method of research has been used.

## Sample & Sampling Technique

A total of 600 secondary school teachers has been taken as a sample of the study. The sample has been selected by using simple random sampling technique.

## Tools & Techniques

"Job Satisfaction Schedule" by Dr.Pramod Kumar and DN Produced by Muthha (1996) and "Mental Health Schedule" by Dr. Jagdish and Dr. A.K. Shrivastav has been used to collect the data. The data were analysed with mean, standard deviation and t-test.

**Hypothesis – 1** The significant differences is not found between job satisfaction of teachers teaching in government and private schools.

**Hypothesis (1.1)-** The significant differences is not found between trends of occupation teachers teaching in government and private schools.

**Table No. 1.1** The business trend of secondary government and private school teachers

School	Number	Mean	S.D.	t-value
Government	300	4.22	1.18	0.141
Private	300	4.23	1.13	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 1.1, it is found that the mean of the business trend of secondary government and private school teachers was found to be 4.22 and 4.23. Whereas the value of their standard deviation was found to be 1.18 and 1.13. With the help of the mean and standard deviation, the value of t-test was obtained to be 0.141. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis is not found to have a significant difference in the trend of occupation of secondary government and private school teachers, is approved.

**Hypothesis (1.2) -** The significant differences is not found between working conditions of teachers teaching in government and private schools.

**Table No. 1.2** Jobing conditions of secondary government and private school teachers

School	Number	Mean	S.D.	t-value
Government	300	5.40	2.01	3.533
Private	300	4.85	1.77	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 1.2, it is known that the mean of the jobing conditions of secondary government and private school teachers was found to be 5.40 and 4.85. Whereas the value of their standard deviation was found to be 2.01 and 1.77. With the help of the mean and standard

deviation, the value of t-test was obtained to be 3.533. The obtained value of t-test was more than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, Meaningful difference is not found in the jobing conditions of secondary government and private school teachers' is rejected.

**Hypothesis (1.3) - The significant differences is not found between tendency of authority teachers teaching in government and private schools.**

**Table 4.1.3 The trend of Authority in teachers of secondary government and private schools**

School	Number	Mean	S.D.	t-value
Government	300	4.04	4.04	1.424
Private	300	3.89	1.28	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 1.3, it is found that the mean value of the trend of authority in secondary government and private school teachers was found to be 4.04 and 3.89. Whereas the value of their standard deviation was found to be 1.30 and 1.28. With the help of the mean and standard deviation, the value of t-test was obtained to be 1.424. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, The significant difference is not found between the trend of rights in secondary government and private school teachers' is approved.

**Hypothesis (1.4) - The significant differences is not found between trend of institution government and private schools.**

**Table No. 1.4 The Organization of the secondary government and private school teachers**

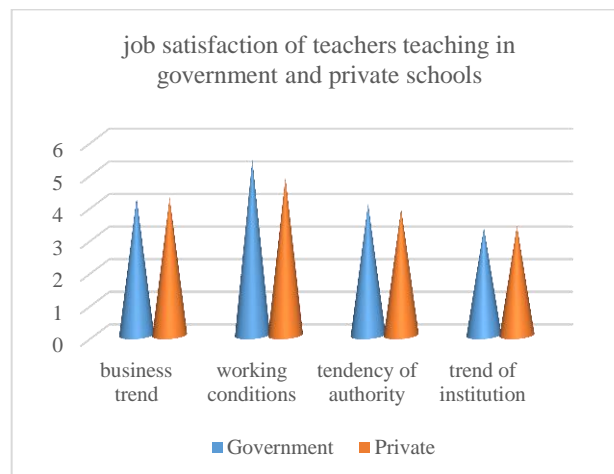
School	Number	Mean	S.D.	t-value
Government	300	3.30	1.56	0.487
Private	300	3.36	1.46	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 1.4, it is found that the mean value of the trend of the institution of secondary government and private school teachers was found to be 3.30 and 3.36. Whereas the value of their standard deviation was

found to be 1.56 and 1.46. With the help of the mean and standard deviation, the value of t-test was obtained to be 0.487. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore the null hypothesis, No significant difference is found in the trend of the institution of secondary government and private school teachers' is approved.



**Hypothesis - 2 The significant differences is not found between Mental Health of teachers teaching in government and private schools.**

**Hypothesis (2.1) – The significant differences is not found between positive self-assessment of teachers teaching government and private schools.**

**Table No. 2.1 Positive self-assessment of secondary government and private school teachers**

Gender	Number	Mean	S.D.	t-value
Female	300	25.41	6.80	0.408
Male	300	25.66	7.76	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.1 it is found that the mean value of positive self-assessment of secondary government and private school teachers was found to be 25.41 and 25.66. Whereas the value of their standard deviation was found to be 6.80 and 7.76. With the help of the mean and standard deviation, the value of t-test was obtained to be 0.408. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, The significant difference is not found in positive self-assessment of government and private secondary school teachers' is accepted.

**Hypothesis (2.2) - The significant differences is not found between realization of the reality teachers teaching government and private schools.**

**Table No. 2.2 Realization of Secondary Government and private School Teachers**

School	Number	Mean	S.D.	t-value
Government	300	26.15	5.60	2.086
Private	300	25.11	6.54	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.2, it is known that the mean of the realization of the reality of secondary government and private school teachers was found to be 26.15 and 25.11. Whereas the value of their standard deviation was found to be 5.60 and 6.54. With the help of the mean and standard deviation, the value of t-test was obtained to be 2.086. The obtained value of t-test was more than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, The significant difference is not found in the articulation of the reality of secondary government and private school teachers' is rejected.

**Hypothesis (2.3) - The significant differences is not found between personality synthesis of government and private schools.**

**Table No. 2.3 Personality synthesis of secondary government and private school teachers**

School	Number	Mean	S.D.	t-value
Government	300	26.62	7.81	0.741
Private	300	27.11	8.37	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.3, it is known that the mean values of personality synthesis of secondary government and private school teachers was found to be 26.62 and 27.11. Whereas the value of their standard deviation was found to be 7.81 and 8.37. With the help of the mean and standard deviation, the value of t-test was obtained to be 0.741. The

obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore the null hypothesis, meaningful difference in personality synthesis of secondary government and private school teachers is not found' is accepted.

**Hypothesis (2.4) - The significant differences is not found between Autonomy of government and private schools.**

**Table No. 2.4 Teachers autonomy Secondary Government and private Schools**

Gender	Number	Mean	S.D.	t-value
Government	300	19.29	3.69	4.094
Private	300	18.10	3.42	

At the level of confidence **298** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.4, it is known that the mean value of autonomy of secondary government and private school teachers was found to be 19.29 and 18.10. Whereas the value of their standard deviation was found to be 3.69 and 3.42. With the help of the mean and standard deviation, the value of t-test was obtained to be 4.094. The obtained value of t-test was more than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, The significant difference is not found between autonomy of secondary government and private school teachers' is rejected.

**Hypothesis (2.5) - The significant differences is not found between Group-generated behavior of government and private schools.**

**Table No. 2.5 Group behavior teachers of Secondary Government and private Schools**

School	Number	Mean	S.D.	t-value
Government	300	24.12	7.07	1.713
Private	300	25.14	7.56	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.5, it is known that the mean value of group-generated behavior of secondary government and private school teachers was found to be 24.12 and 25.14. Whereas the value of their standard

deviation was found to be 7.07 and 7.56. With the help of the mean and standard deviation, the value of t-test was obtained to be 1.713.

The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, The significant difference is not found between group-generated behavior of secondary government and private school teachers' is accepted.

**Hypothesis (2.6) - The significant differences is not found between environmental proficiency of government and private schools.**

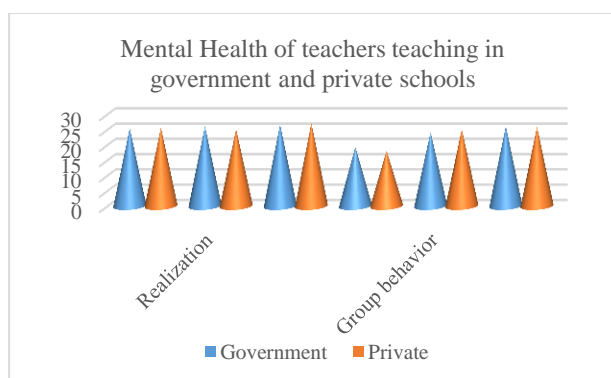
**Table No. 2.6 Environmental proficiency of teachers of Secondary Government and private Schools**

School	Number	Mean	S.D.	t-value
Government	300	26.13	13.58	0.174
Private	300	25.97	8.88	

At the level of confidence **598** and **0.05** degrees of freedom, the required value for meaningfulness is **1.96**.

From the observation of table number 2.6 it is found that the mean values of the environmental proficiency of secondary government and private school teachers was found to be 26.13 and 25.97. Whereas the value of their standard deviation was found to be 13.58 and 8.88. With the help of the mean and standard deviation, the value of t-test was obtained to be 0.174. The obtained value of t-test was less than the value required to confirm significance at the 0.05 confidence level.

Therefore, the null hypothesis, No significant difference is found in the environmental proficiency of secondary government and private school teachers' is accepted.



## Educational Implications

This research study focuses on the attention of school administrators to properly organize their academic calendar in which the admission day, teaching day, various school activities day, parent teacher conference and assessment day are determined. So that all the activities of the academic session can be arranged smoothly. Before the beginning of the academic session by the administrators of the non-state school, all the teacher related processes like- recruitment of teachers, arrangement of class, availability of necessary material etc. should be completed so that the academic work of the session can run smoothly and the teachers A satisfactory work environment is obtained so that they can be satisfied by working stress free.

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