



# Relationship Between Job Satisfaction And Mental Health Of Secondary School Teachers

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**Abstract:** This study investigates the job satisfaction of secondary school teachers in relation to their mental health status, considering the influence of gender and type of school management. The research objectives include assessing job satisfaction and examining the relationship between job satisfaction and mental health among secondary school teachers. The study comprises a sample of 60 teachers from government, private aided, and unaided schools in Bengaluru City. To measure job satisfaction and mental health, standardized scales such as the Job Satisfaction Scale by Meera Dixit (1993) and the Mental Health Inventory (MHI) developed by Jagdish and Srivastava (1983) were employed as primary evaluation tools. Data analysis utilized descriptive statistics such as mean and standard deviation. The independent 't'-test was applied to compare job satisfaction and mental health scores among different groups, while correlation analysis was employed to identify relationships between variables. The study utilizes SPSS Package and MS Excel for data analysis, with a predetermined level of significance set at 0.05. The findings contribute to understanding the intricate dynamics between job satisfaction, mental health, and the influencing factors of gender and school management type among secondary school teachers.

**Index Terms** - Job Satisfaction, Mental Health, Secondary School Teachers, Education

## 1. INTRODUCTION

In the realm of education, the role of secondary school teachers is pivotal not only in imparting knowledge but also in shaping the overall learning environment and fostering students' academic and personal development. However, the teaching profession is not without its challenges, and the well-being of teachers, both in terms of job satisfaction and mental health, is increasingly recognized as crucial for the effectiveness of educational outcomes. Understanding the link between job satisfaction and mental health among secondary school teachers has significant implications for educational policy and practice. This study delves into the job satisfaction of secondary school teachers in Bengaluru City, Karnataka, in relation to their mental health status, while considering the influence of gender and type of school management.

The concept of job satisfaction, a multifaceted construct encompassing various facets of one's work experience, has garnered substantial attention in organizational psychology and educational research. For secondary school teachers, job satisfaction reflects their contentment and fulfillment derived from various aspects of their profession, including teaching environment, workload, professional development opportunities, and relationships with colleagues and students. A high level of job satisfaction not only contributes to teachers' well-being but also enhances their effectiveness in the classroom and promotes student achievement.

However, job satisfaction among teachers is not uniform and can be influenced by numerous factors, including personal characteristics, organizational culture, and external pressures. Moreover, the link between job satisfaction and mental health is complex and bidirectional. While job satisfaction can positively impact mental health by reducing stress and enhancing overall well-being, poor job satisfaction

may lead to feelings of burnout, anxiety, and depression among teachers. Conversely, teachers' mental health status can also affect their job satisfaction, creating a cyclical relationship that warrants closer examination.

In addition to individual factors, contextual variables such as gender and type of school management may shape teachers' experiences of job satisfaction and mental health. Gender disparities in job satisfaction have been documented in various professions, with studies suggesting differential perceptions of work-related factors and coping mechanisms between male and female employees. Similarly, the type of management, whether government-run, private aided, or unaided, can influence teachers' working conditions, autonomy, and job security, thereby potentially impacting their job satisfaction and mental health outcomes. Therefore, this study aims to explore these relationships within the specific context of secondary school teachers in Bengaluru City, Karnataka, with a focus on understanding how gender and type of school management intersect with job satisfaction and mental health.

## 2. REVIEW OF RELATED LITERATURE

Review of related literature is a crucial component of any research study as it provides a comprehensive understanding of the existing knowledge and research findings related to the topic under investigation. By reviewing the literature, researchers can identify gaps in current knowledge, understand the theoretical frameworks and methodologies employed in previous studies, and build upon existing research to formulate hypotheses or research questions. Additionally, a thorough review of the literature helps researchers contextualize their own findings within the broader academic discourse, contributing to the advancement of knowledge in their field.

The studies mentioned above focus on various aspects of teacher job satisfaction and mental health, particularly among secondary and higher secondary school teachers. Kaur and Kaur (2023) highlight the positive association between teacher self-efficacy and job satisfaction among secondary school teachers. Similarly, Bhayana (2022) and Chauhan (2022) explore job satisfaction among university and secondary school teachers respectively, with Bhayana's study indicating gender disparities in job satisfaction among university teachers. Yusuf and Joly (2023) delve into the relationship between mental health and teacher effectiveness among higher secondary school teachers, revealing significant differences based on gender and type of school. Additionally, Sharma (2022) and Medhi (2018) contribute insights into the role of gender in mental health and job satisfaction among secondary school teachers.

**Overview of Studies:** The reviewed studies collectively provide valuable insights into the factors influencing teacher job satisfaction and mental health, particularly within the context of secondary and higher secondary education. While some studies emphasize the importance of teacher self-efficacy and its impact on job satisfaction (Kaur and Kaur, 2023), others highlight gender disparities in job satisfaction among university teachers (Bhayana, 2022) and differences in mental health based on gender and school type among higher secondary school teachers (Yusuf and Joly, 2023). Furthermore, findings regarding the influence of gender on mental health and job satisfaction among secondary school teachers vary across studies, with some suggesting no significant effect (Sharma, 2022) and others indicating gender-based differences (Medhi, 2018). Overall, these studies contribute to an understanding of the multifaceted factors influencing teacher mental health and satisfaction, offering valuable implications for educational policy and practice.

## 3. SIGNIFICANCE OF THE STUDY

The significance of this study lies in its potential to shed light on the intricate relationship between job satisfaction and mental health among secondary school teachers in Bengaluru City, Karnataka. By exploring how these factors intersect with gender and type of school management, the study aims to provide valuable insights into the mental health of teachers, which is essential for fostering a conducive teaching environment and promoting positive educational outcomes. Given the pivotal role of teachers in shaping students' academic and personal development, understanding the factors that contribute to their job satisfaction and mental health resilience is paramount. The findings of this study inform evidence-based interventions and policies aimed at improving the working conditions and support systems for secondary school teachers, thereby enhancing their professional satisfaction and overall mental health, which in turn positively impact student learning experiences.

#### 4. STATEMENT OF THE PROBLEM

***“Relationship between Job Satisfaction and Mental Health of Secondary School Teachers”*** This research aims to investigate the relationship between the job satisfaction of secondary school teachers and their mental health along with few background variables namely, gender and type of school.

#### 5. OBJECTIVES

1. To find out the relationship between Job Satisfaction and Mental Health of secondary school teachers.
2. To examine differences in Job Satisfaction of secondary school teachers with regard to gender.
3. To find out the differences in the Job Satisfaction of secondary school teachers with regard to type of school.

#### 6. STATEMENT OF HYPOTHESES

1. There is no significant relationship between Job Satisfaction and Mental Health of secondary school teachers
2. There is no significant difference in the Job Satisfaction of secondary school male and female teachers.
3. There is no significant difference in the Job Satisfaction of secondary school teachers working in government and private aided schools.
4. There is no significant difference in the Job Satisfaction of secondary school teachers working in private aided and private unaided schools.
5. There is no significant difference in the Job Satisfaction of secondary school teachers working in government and private unaided schools.

#### 7. METHODOLOGY

This study investigates the job satisfaction of secondary school teachers in relation to their mental health status, considering the influence of gender and type of school management. The research objectives include assessing job satisfaction and examining the relationship between job satisfaction and mental health among secondary school teachers. The study comprises a sample of 60 teachers from government, private aided, and unaided schools in Bengaluru City. To measure job satisfaction and mental health, standardized scales such as the Job Satisfaction Scale by Meera Dixit (1993) and the Mental Health Inventory (MHI) developed by Jagdish and Srivastava (1983) were employed as primary evaluation tools. Data analysis utilized descriptive statistics such as mean and standard deviation. The independent ‘t’-test was applied to compare job satisfaction and mental health scores among different groups, while correlation analysis was employed to identify relationships between variables. The study utilized SPSS Package and MS Excel for data analysis, with a predetermined level of significance set at 0.05.

#### 8. DATA ANALYSIS AND RESULTS

**Table 1:** Correlation between Job Satisfaction and Mental Health among by secondary school teachers.

Variables	N	df (N-2)	‘r’ value	Result
Job Satisfaction	60	58	-0.477**	Sig. at 0.01 level
Mental Health				

\*\* indicates significant at 0.01 level. (Table value is 0.325)

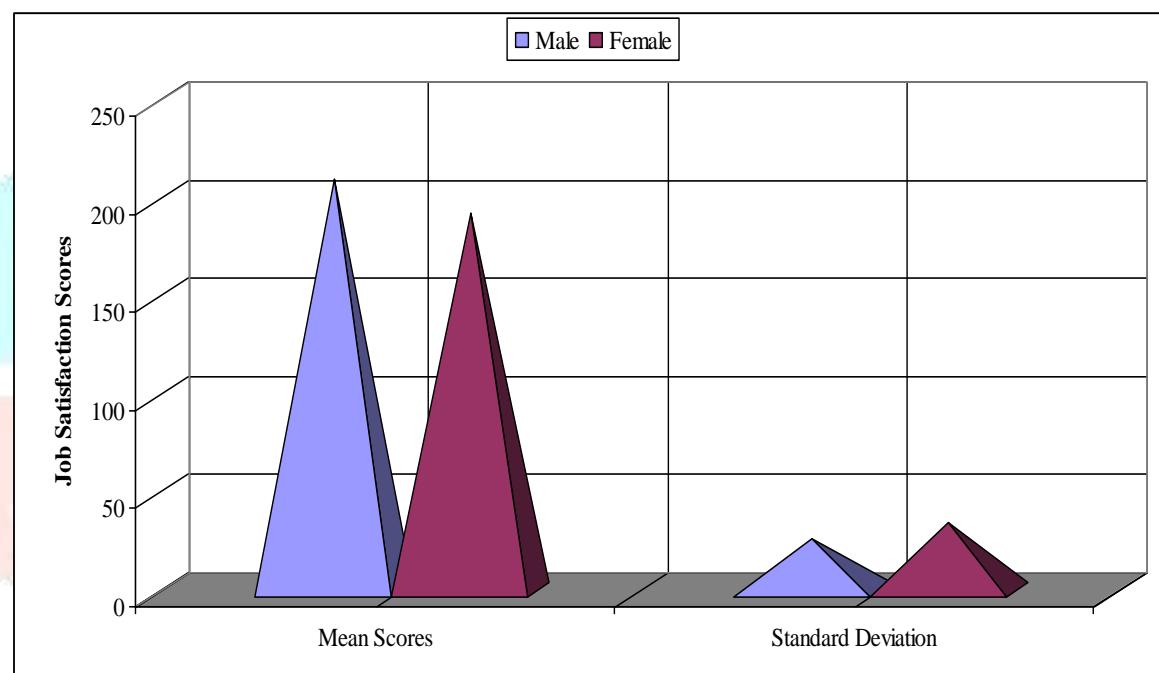
The table presents findings from a study examining the relationship between Job Satisfaction and Mental Health among secondary school teachers. With a sample size of 60 teachers, the analysis reveals a correlation coefficient (‘r’ value) of -0.477 between Job Satisfaction and Mental Health scores. This negative correlation suggests that higher mental health score indicates poorer mental health. Job Satisfaction increases, Mental Health tends to increase, and vice versa. Therefore, the hypothesis that there is no significant relationship between Job Satisfaction and Mental Health among secondary school teachers is rejected. These results imply that there is indeed a significant relationship between these factors, suggesting that levels of job satisfaction may impact the mental health of teachers in secondary schools.

**Table-2:** Table shows Independent 't' test results related to Job Satisfaction scores of secondary school teachers with regard to gender.

Gender	Number	Mean	Standard Deviation	't' value	Level of Sig.
Male	18	209.388	26.377	2.14*	Sig. at 0.05 level
Female	42	191.952	34.109		

\* indicates sig. at 0.05 level. Table Value of 't' for df 58 is 2.00.

The table presents results from an independent 't' test comparing Job Satisfaction scores between male and female secondary school teachers. Among the 60 teachers analyzed, 18 were male and 42 were female. The mean Job Satisfaction score for male teachers was 209.388 with a standard deviation of 26.377, while for female teachers, the mean was 191.952 with a standard deviation of 34.109. The 't' value obtained from the test is 2.14 indicating significance at the 0.05 level. This suggests that there is a statistically significant difference in the Job Satisfaction scores between male and female teachers. Therefore, the hypothesis stating there is no significant difference in Job Satisfaction between male and female secondary school teachers is rejected based on these findings.



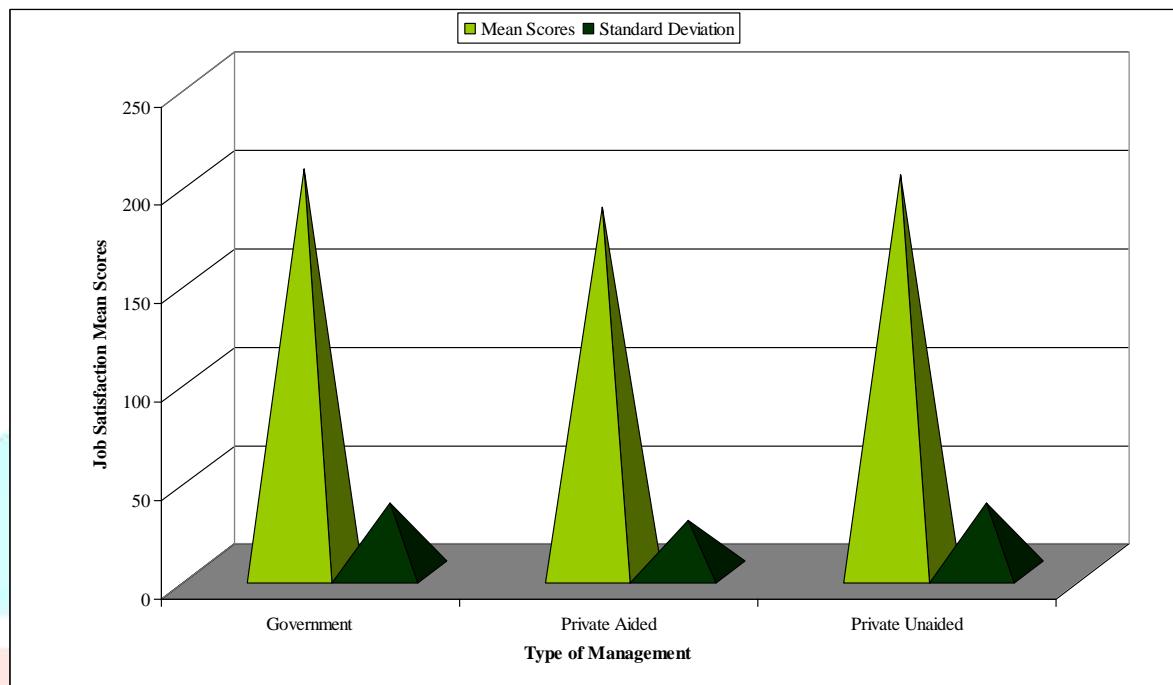
**Fig.2:** Comparison of mean Job Satisfaction scores by gender.

**Table-3:** Table shows independent 't' test results related to Job Satisfaction scores of secondary school teachers working in government, private aided and private unaided schools.

Type of School	Number	Mean	Standard Deviation	't' value	Level of Sig.
Government	20	204.550	34.608	1.99	Not Significant
Private Aided	20	185.250	26.026		
Private Aided	20	185.250	26.026	1.69	Not Significant
Private Unaided	20	201.750	35.081		
Government	20	204.550	34.608	0.25	Not Significant
Private Unaided	20	201.750	35.081		

**Note:** <sup>NS</sup>Not Significant; Table Value of 't' for df 38 is 2.02 at 0.05 level

The table displays results from independent 't' tests examining Job Satisfaction scores among secondary school teachers across different types of schools: government, private aided, and private unaided. For teachers in government schools, the mean Job Satisfaction score is 204.550 with a standard deviation of 34.608. The 't' value obtained for government versus private aided schools is 1.99, while for government versus private unaided schools, it is 0.25. Neither of these 't' values reaches statistical significance, indicating that there is no significant difference in Job Satisfaction between government schools and either private aided or private unaided schools. Similarly, for private aided versus private unaided schools, the 't' value is 1.69, also not statistically significant. Therefore, based on these findings, Hypotheses 3, 4, and 5, which suggest no significant differences in Job Satisfaction across different types of schools, are not supported. This implies that the type of school (government, private aided or private unaided) does not significantly influence the Job Satisfaction of secondary school teachers.



**Fig.2:** Comparison of mean scores on Job Satisfaction of the secondary school teachers working in different type of institutions.

## 9. MAJOR FINDINGS AND DISCUSSION

1. There was a significant positive relationship between Job Satisfaction and Mental Health of secondary school teachers ('r'=-0.477 at 0.01 level).
2. There was a significant difference in the Job Satisfaction of secondary school male and female teachers ('t'=2.14 at 0.05 level). The male teachers had better satisfaction in their profession when compared with mental health.
3. There was no significant difference in the Job Satisfaction of secondary school teachers working in government and private aided schools.
4. There was no significant difference in the Job Satisfaction of secondary school teachers working in private aided and private unaided schools.
5. There was no significant difference in the Job Satisfaction of secondary school teachers working in government and private unaided schools.

The findings of this study reveal several significant insights into the relationship between job satisfaction, mental health, gender, and type of school management among secondary school teachers in Bengaluru City, Karnataka. Firstly, the significant positive relationship between job satisfaction and mental health aligns with findings of previous studies, such as those by Kaur and Kaur (2023) and Yusuf and Joly (2023), which emphasized the importance of teacher well-being in fostering positive educational outcomes. This highlights the need for interventions aimed at enhancing job satisfaction among teachers, as it can contribute to improved mental health and overall effectiveness in the classroom.

Secondly, the observed gender difference in job satisfaction, with male teachers reporting higher satisfaction levels compared to female teachers, is consistent with the findings of Bhayana (2022). While the reasons behind this disparity require further investigation, addressing gender-related factors such as workload distribution, opportunities for professional growth, and workplace support may help mitigate this gap and promote equitable job satisfaction among male and female teachers.

Thirdly, the lack of significant differences in job satisfaction among teachers working in government and private aided schools, as well as between private aided and unaided schools, challenges previous assumptions regarding the influence of school management type on teacher satisfaction. Contrary to the findings of Bhayana (2022), which suggested gender disparities in job satisfaction among university teachers, this study indicates that school management type may not be a significant factor in determining teacher satisfaction levels in the secondary school context.

## 10. CONCLUSION

This study contributes valuable insights into the factors influencing job satisfaction among secondary school teachers in Bengaluru City, Karnataka. The significant positive relationship between job satisfaction and mental health highlights the importance of addressing teachers' well-being to promote positive educational outcomes. Additionally, the gender disparity in job satisfaction highlights the need for gender-sensitive interventions aimed at fostering equitable work environments for male and female teachers. Furthermore, the findings regarding school management type suggest that factors other than organizational structure may play a more significant role in determining teacher satisfaction levels. Overall, this study provides an overall understanding of the complexities surrounding teacher job satisfaction and offers implications for educational policy and practice.

## 11. EDUCATIONAL IMPLICATIONS

The findings of this study have several implications for educational policy and practice. Firstly, policymakers and school administrators should prioritize initiatives aimed at promoting teacher mental health, as it directly impacts classroom effectiveness and student learning outcomes. This may involve providing adequate resources for professional development, implementing supportive work environments and addressing gender disparities in workload distribution and career advancement opportunities. Additionally, efforts to create inclusive and equitable school environments should consider the intersectionality of factors such as gender and school management type, ensuring that all teachers have equal opportunities for professional growth and job satisfaction. By addressing these issues, educational institutions create conducive teaching environments that foster teacher satisfaction and promote positive educational outcomes for all stakeholders involved.

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