



MENTAL HEALTH AND LIFE SATISFACTION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

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ABSTRACT

In the present study was conducted to examine the mental health and life satisfaction among government and private secondary school teachers. The human life changed regularly many causes are influenced on that changes so this condition effects on human health especially human mental health. Mental health includes our feelings, emotions, thoughts, psychological, social well-being and sexual well-being. The human life satisfaction is more essential to lead life in future. The sample for the study consisted of 100 government and private secondary school teachers. The 100 subjects including two groups i.e. 50 governments and 50 private school Teachers. They are educational background and place of the subjects will be controlled, age range between 24-46, all teachers of rural population. For the objective of these study two psychological tests is used to measures. Mental health inventory developed by Dr. Jagdish and Dr. A.K. Srivastava (1983) and The Satisfaction with Life Scale for children (SWLS) is a measure of life satisfaction developed by Ed Diener and colleagues (1985) are used for this study. The obtained data was analysed by using mean, SD and 't'- test is employed. Further, Spearman's coefficient of correlation was applied. The result of the study concluded that there is a significant difference between government and private secondary school teachers on mental health and life satisfaction, and also there is a significant relationship between mental health and life satisfaction among government and private secondary school teachers.

Keywords: Mental Health, Life Satisfaction, Teachers. Government, Private Schools.

Introduction

Teaching profession is the most power full and complex profession in our present society, and also a very important job. It refers to many activities that are formed, designed and performed to produce changes in student's overall attitudes and behaviour. There are two types of school in our society government schools and private schools. Both male and female teachers are teaching the lessons in government and private secondary schools. In government secondary school, there is no highly strict vigilance on teachers the promotions are with in the time. There is lack objectivity and appreciations of expected good performance are not there. In public school or private school the person must possess a particular academic qualification and once they join the school, there is job security, then nobody can remove him/her as all powers are vested not in a individual but in the organization. In private schools, there is high level of monitoring and more strict or autocratic nature organizational set-up. Teachers working under high pressures as their being in job, promotion in the job and salary are depended upon a group of people who can appreciate or disapprove of their work. Efficiency is the valued key work in private schools. Mental health is very essential, recognized as an important aspect of one's overall health status it is a basic need that contributes to the importance of physical health as well as social health (Baro and Panda, 2014). A good mental health and life satisfaction are important pre requisites for the effective work and functioning of the teachers. Secondary school teachers lay the foundation of education of the children. A mentally good healthy teacher plays a great role in promoting the mental health of school pupils. If the mental health of the teacher is inadequate, it is bound to affect adversely the mental health of the children. Good mental health for all teachers is a state enhance in which they are effectiveness in their work, receive satisfaction and very pride in the activities they pursue, manifest cheer in the performance of their work and are humanity based consideration of their colleagues (Anand, 2019). Life satisfaction is a multi-dimensional concept. Life satisfaction is an individual's overall, subjective cognitive evaluation of their contentment with their life as a whole, distinct from temporary feelings of happiness. It is a stable, positive attitude toward one's life and is influenced by factors such as health, relationships, personal achievements, and achieving one's goals. High life satisfaction is associated with better health, psychological well-being, and is considered a protective factor against stress and mental health issues. Unlike life satisfaction,

Review of literature:

Chowdhury, Maiti, & Biswas (2024) found that the relationship between life satisfaction and mental health of secondary school teachers of West Bengal. It's proved that mental health of teachers exerts a direct influence on both job and life satisfaction. Jamieson (2025) reported that mindfulness among teachers and found that teachers engaging in mental health had more well-being, resilience, and life satisfaction, particularly private in high stress school contexts. Ramachandran and Rajendran (2025) investigated that psychological well-being of the higher school teachers and examined that emotional stability, workplace identity, and supportive leadership qualities are highly significant contributing to life satisfaction in government and private schools. Abou Assali (2025) explored that combine's teacher mental well-being, school caring, and professional self-concept. The finding shows that value of emotional and environmental

support in developing sustainable teacher life satisfaction. Behera (2014) found that there was a positive co-relationship between job satisfaction and mental health of mainstream school teachers. Laxman (2017) investigated that fulltime secondary school teachers found significantly high level of job satisfaction than the contractual school teachers. Galgotra (2013) explored that government secondary school teachers have good mental health than compared to private secondary school teachers and sex are not influence on the mental health of teachers.

Aim: The aim of this study to assess influence of mental health and life satisfaction among government and private secondary school teachers.

Objectives of the study:

1. To assess the mental health among government and private secondary school teachers.
2. To study the life satisfaction among government and private secondary school teachers.
3. To know the correlation between mental health and life satisfaction among government and private secondary school teachers.

Hypotheses:

1. There would be significant difference in the mental health among government and private secondary school teachers.
2. There would be significant difference in the life satisfaction among government and private secondary school teachers.
4. There would be significant correlation between mental health and life satisfaction among government and private secondary school teachers.

METHOD

Sample:

In the present study purposive sampling technique was used for collecting the data. Sample comprised of 100 secondary school teachers (government school teachers =50 and private school teachers =50). The age ranges of the samples are 24 to 46 years and were selected from various government and private secondary schools in Bhadravathi taluk. Shivamogga district. Karnataka state, India.

Tools used for the Study:

1. Mental Health Scale: This scale developed by Dr. Jagdish and Dr. A.K. Srivastava (1983). The early format of the MHI was tried out administered on a sample of 200 participants all are belonging to various socio, economic, culture, sex, age, and education groups. On the basis of finalized significance out of 72 items, then 56 items including 32 'false-keyed and 24 'true keyed items have been selected to constituted the final format of the inventory. The reliability co-efficients was .73.

Construct validity of the inventory is determined by finding coefficients of correlation between scores on mental health inventory and GHQ.

2. Life satisfaction scale: This scale developed by Ed Diener and colleagues (1985). Life satisfaction is one factor in the more general construct of subjective well-being. This is a short scale, 5-item instrument designed to measure global cognitive judgments of one's lives. The scale usually requires only about one minute of respondent time. The scale takes about one minute to complete, and is in the public domain. This scale does not measure satisfaction with specific domains of life (e.g., family, employment, and income). Combining domain-specific ratings to attain a global indication of life satisfaction has been criticized for assuming that individuals place equal value on all life areas. The test-retest reliability is 0.82 and the validity is 0.50.

Data collection procedure:

The investigator sought permission from the respective principals of different government and private secondary schools in Bhadravathi taluk. Shivamogga district, for collecting data. Then researcher builds the rapport and explained about the purpose and psychological tests to the sample and thus administered both the tests. After the data collection, all the questionnaires were scored as per the scoring pattern prescribed in the manuals.

Statistical analyses:

Mean, SD, 't' test and Spearman's coefficient of correlation is used for the data analysis.

RESULTS AND DISCUSSION

Table 1: shows the Mean, SD, and 't' value of overall mental health among government and private secondary school teachers.

Variable	Government secondary school teachers (N=50)		Private secondary school teachers (N=50)		t value
	Mean	SD	Mean	SD	
Mental Health	96.54	5.14.	90.27	3.98	6.47**

****Significant at 0.01 level**

Table no-1 reveals the result of mental health among government and private secondary school teachers. Government secondary school teachers mean =96.54, SD= 5.14. And the Private secondary school teachers mean= 90.27, SD= 3.98. The obtained 't' value is 6.47, which is very highly significant at 0.01 level. This shows that the mental health of government secondary school teachers is high than the private secondary school teachers. Gorsy, Panwar and Kumar (2015) found that there is significant gender differences among government school male and female teachers and male teachers were have better on mental health than their counterparts

Table 2: shows the Mean, SD, and 't' value of overall life satisfaction among government and private secondary school teachers.

Variable	Government secondary school teachers (N=50)		Private secondary school teachers (N=50)		t-value
	Mean	SD	Mean	SD	
Life satisfaction	21.78	6.62	16.80	4.87	4.28**

****Significant at 0.01 level**

Table no-2 reveals the result of life satisfaction among government and private secondary school teachers. Government secondary school teachers mean =21.78, SD= 6.62. And the Private secondary school teachers mean= 16.80, SD= 4.87. The obtained 't' value is 4.28, which is very highly significant at 0.01 level. This shows that the life satisfaction of government secondary school teachers is high than the private secondary school teachers.

Table 3: Shows Correlation between mental health and life satisfaction among government and private secondary school teachers.

Variables	N	r	p
Mental health	100	0.27	0.05 *
Life satisfaction			

***Significant at the 0.05 level**

Table no 3 reveals that the Spearman's correlation of mental health and life satisfaction among government and private secondary school teacher r is 0.27, and the corresponding p-value is 0.05. And it is significant at 0.05 levels. Analysis of the table no. 3 shows that, there is significant positive correlation between mental health and life satisfaction. ($r = -0.27$; $p = < .05$). Correlation coefficient indicates that is weak positive correlation between mental health and life satisfaction.

Conclusion:

1. There is significant difference between government and private secondary school teacher on mental health.
2. There is significant difference between government and private secondary school teacher on life satisfaction.
3. There is a significant relationship between mental health and life satisfaction among government and private secondary school teacher.

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