

Research Paper

## Study on Life Satisfaction and Mental Health Status of College and Primary School Teacher in Rural Areas of Bangladesh

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### ABSTRACT

The present study was conducted to measure the status of life satisfaction and mental health of college and primary school teacher in rural areas of Bangladesh. Four hundred samples were selected randomly from different areas of Bangladesh, which were equally divided into college teacher (200) and primary school teacher (200), and were again subdivided into male and female in equal numbers. In order to collect the information, Satisfaction with Life Scale (Diener *et al.*, 1985), and General Health Questionnaire (GHQ-12) (Goldberg, 1972) were administered on the respondents. The obtained data were analyzed for Pearson Product Moment Correlation, One-way Analysis of Variance (ANOVA) and t-test. Results revealed that there was a significant mean difference ( $P < 0.01$ ) in life satisfaction and mental health between college teacher and primary school teacher for both males and females. Results showed a significant ( $P < 0.01$ ) positive correlation between life satisfaction and mental health of college teacher and primary school teacher. The findings of this research would be helpful improve the psychological well-being of college teacher and primary school teacher.

**Keywords:** *Life satisfaction, Mental health, College, Primary school, Teacher, Bangladesh*

Teachers are always called the nation builder. Flourishing national development and a society truly prosperous with knowledge all begins from its teachers. Knowledge cannot be acquired if it is not sought and received through the help of the teacher. Teachers therefore, have to play a cardinal role in the building up of the character of the next generation. Life satisfaction is related directly with the level of fulfillment of the desires of the individuals. Individuals are capable of living by means of fulfillment at varying levels of their vital requirements formed of material and psychological resources, requirements based on relations covering the satisfaction from the relations with individuals and friends, and the developmental requirements affecting the functionality. Life satisfaction is the overall estimation of thoughts and attitudes about life at a particular point in time ranging from

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Received: December 15, 2017; Revision Received: February 27, 2018; Accepted: March 2, 2018

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negative to positive (Hossain *et al.*, 2017). It is one of three major indicators of well-being: life satisfaction, positive effect, and negative effect (Diener, 1984). According to Beutell (2006) it is believed that life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature. In addition, improved levels of life satisfaction might give rise to better health in the future (Chow, 2009) and can clarify as a feeling of goodness and may be decide in terms of mood, satisfaction with dealings with others and with self-achievements, self-concept, and self-supposed capability to deal with everyday life (Glossary of Terms, 2003). Psychiatric illness is a major public health problem. Today mental health and mental illness are key public health issue (Kosky and Hardy, 1992; Verhaak, 1995). Health is a state of complete physical, mental, and social satisfaction and not merely the absence of diseases or infirmity (WHO, 2001). Mental health is described as something more than a mere absence of mental disorders. It refers to a state of mind, which is characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Bhagi, 1992). Mental health has been reported as an important factor influencing an individual's various behaviours, activities, happiness and performance (Hossain *et al.*, 2017; Sahu and Singh, 2014). Mental health problems arise due to various reasons. If the mental condition is good, peoples can take various responsibilities of a family and themselves; understand the complications, and try to solve them, plan for future and adjustment with others by becoming mentally strong. Each year, mentally disordered person has increasing at an alarming rate, which is a major problem of concern. WHO (2001) has stated that 20-25% of the world population is affected by mental problems at some time during their life. All segments of human society have been affected by the problems of mental health as well as stress (Jamal and Baba, 2000; Paul, 2008; Rai *et al.*, 1977; Singh and Dubey, 1977). Stress can be defined as the condition or the situations that disturb the normal functioning of physical and mental health of an individual. In present scenario, every person is bound to be affected by certain amount of stress. In extreme stress conditions which are harmful to human health. Research has shown that engaged workers report well mental and psychosomatic health (Demerouti *et al.*, 2001). Furthermore, they exhibit personal initiative, proactive behavior and learning motivation (Sonnentag, 2003; Schaufeli and Salanova, 2007). Education in Bangladesh has three major stages-primary, secondary and higher secondary educations and higher education. Teacher plays an important role in any education system. There is a prime need of quality education, which can be achieved only through the teachers who are socially, emotionally, physically and mentally healthy. This is possible if the teachers are satisfied and are free from stress and strain. Teachers with full of satisfaction are motivated towards their job that is teaching. On the contrary, dissatisfaction leads to lose their interest in professional responsibilities. Herzberg (1957) shown that more satisfied workers will tend to add more value to an organization. Researches on life satisfaction and mental health especially of college and primary school teacher are not much in numbers. Therefore, there is a great need to know the condition of life satisfaction and mental health of college teacher and primary school teacher. The current study has been planned to find out the status of life satisfaction and mental health of college

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teacher and primary school teacher. The findings of the research will be helpful for the policy makers to introduce some new strategies for the betterment of college teacher and primary school teacher.

### MATERIALS AND METHODS

#### *Hypothesis*

- H<sub>1</sub> - There would be a significant difference in life satisfaction and mental health of college teacher and primary school teacher.
- H<sub>2</sub> - There would be a positive correlation between life satisfaction and mental health of college teacher and primary school teacher.

#### *Study Area*

This quantitative study employed a survey design to investigate status of life satisfaction and mental health of college teacher and primary school teacher in Bangladesh. This study was conducted in different villages of Naogaon District under Rajshahi Division.

#### *Participants*

The total participants involved in the present study was 400 residing in different villages of Naogaon District under Rajshahi Division, Bangladesh who were involved in teaching profession within college and primary school. Among the participants, 200 were college teacher (male-100 and female-100) and 200 were primary school teacher (male-100 and female-100).

#### *Instruments*

Bengali version of the following scales was used for collecting the data:

- 1. Satisfaction with Life Scale (SWLS):** The Bengali version of Satisfaction with Life Scale (SWLS), adapted by Ilyas (2001), was used to measure the life satisfaction of the participants. The SWLS was originally developed by Diener *et al.* (1985) to measure global cognitive judgments of one's life satisfaction. It is a five-item measure in which each item is rated on a 7-point Likert type scale ranging from 1 (strongly disagree) to 7 (strongly agree). Thus an individual's life satisfaction score can range from 5 to 35 with a higher score reflecting greater life satisfaction. Individuals on the SWLS can be classified as extremely satisfied (31-35), satisfied (26-30), slightly satisfied (21-25), Neutral (20), slightly dissatisfied (15-19), dissatisfied (10-14) and extremely dissatisfied (5-9). The scale has been reported to have high internal consistency and temporal reliability (Yoon and R. M. Lee, 2008). The SWLS has moderately strong correlations with other SWB measures (e.g., Rosenberg Self-Esteem Scale, Marlowe-Crowne Social Desirability Scale). The English and Bangla versions were administered to 30 subjects with a gap of seven days. Significant correlation between English and Bangla version [ $r(28) = 0.626, p < .001$ ] indicated translation reliability of the scale. Highly significant correlation [ $r(48) = 0.662, p < .001$ ] between scores of two administrations indicated test-retest reliability of the

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Bangla version. High alpha coefficient ( $\alpha = 0.7401$ ) further indicated internal consistency of the scale.

- 2. General Health Questionnaire (GHQ):** The Bengali version of General Health Questionnaire (GHQ-12), adapted by Sarker and Rahman (1989), was used to measure mental health of the participants. GHQ-12, originally developed by Goldberg (1972) was designed to detect minor psychiatric disorders in community and primary health care settings. The 12 GHQ items was derived from 60 items in the original version. Banks *et al.* (1980) used it as an indicator of mental health in occupational studies and found that it provides a useful estimate of mental health in employment related and occupational problems. The development studies (Goldberg, 1972) showed high internal consistency (0.65), test-retest reliability (0.73) over a period of 6 months and validity in terms of a good linear relationship with clinical check-up records as the criteria ( $r = 0.70$ ). The answering pattern of the original GHQ-12 was 'less than usual' or 'more than usual' format. But, in Bengali version this scoring system had to be changed because of its linguistic difficulties. Sarker and Rahman adapted new Likert type scoring system in which true-keyed items (all positively worded items) of their questionnaire weights of 0, 1, 2 and 3 were assigned for 'not at all', 'somewhat', 'to a considerable extent', and 'to a great extent', respectively. The scoring for the false-keyed items was reversed. The possible range of score is 0-36. The higher the score is the better the mental health.

### *Data Collection Procedure*

Data were collected on subjects (college and primary school teacher both males and females) personally. The ethical standard of research were considered as the participants were given brief description about the research and insured that information will be kept confidential. Subjects were briefed about the purpose of the research during interaction and proper rapport was tried to establish so as to increase the possibility of genuine responses. Then subjects were asked different questions according to the questionnaires. After that, obtained informations were compiled and analysed according to the objectives of the research.

### *Statistical Analysis*

Descriptive Statistics, t-test and Pearson Product Moment Correlation were used to find out the statistical significance of the data through Statistical Package for Social Sciences (SPSS) software (version 20).

## **RESULTS**

The collected data were analyzed by *t* test to see the mean difference of different variables such as life satisfaction and mental health of the college teacher and primary school teacher. The results are presented in table 1 and figure 1.

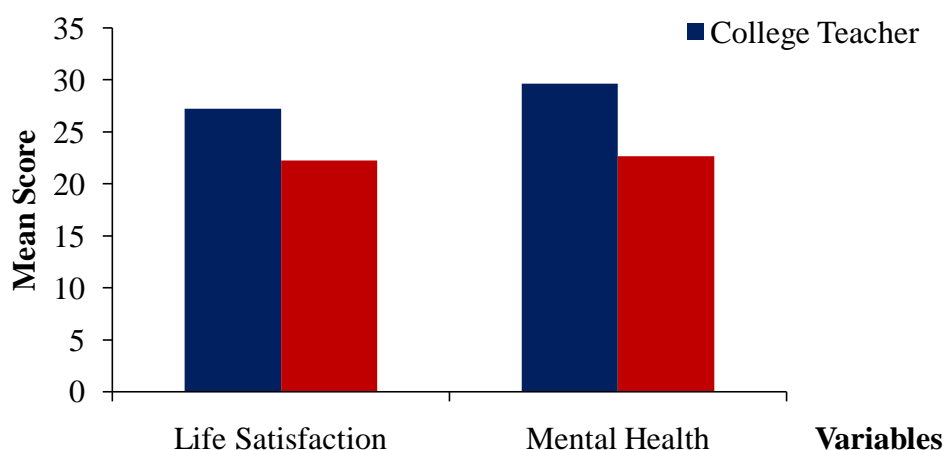
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**Table 1: Comparison of mean difference on life satisfaction and mental health between college and primary school teacher.**

Variables	Teacher from	N	Mean	SD	df	t
Life Satisfaction	College	200	27.26	3.11	398	12.30**
	Primary	200	22.25	4.83		
Mental Health	College	200	29.35	3.59		
	Primary	200	22.67	5.10		

\*\* Significant ( $p < 0.01$ )

Table 1 shows that there was significant mean difference in life satisfaction ( $t = 12.30$  with  $df = 398$ ,  $p < 0.01$ ) and mental health ( $t = 15.13$  with  $df = 398$ ,  $p < 0.01$ ) of the college teacher and primary school teacher. Figure 1 showing the comparison of mean difference on life satisfaction and mental health between the college teacher and primary school teacher. The mean scores of life satisfaction and mental health of college teacher were higher than that of primary school teacher.



**Figure 1: Life satisfaction and mental health status of college and primary school teacher.**

The collected data were subjected to  $t$  test to see the mean difference of different variables such as life satisfaction and mental health of the male college teacher and male primary school teacher. The results appear in table 2 and figure 2.

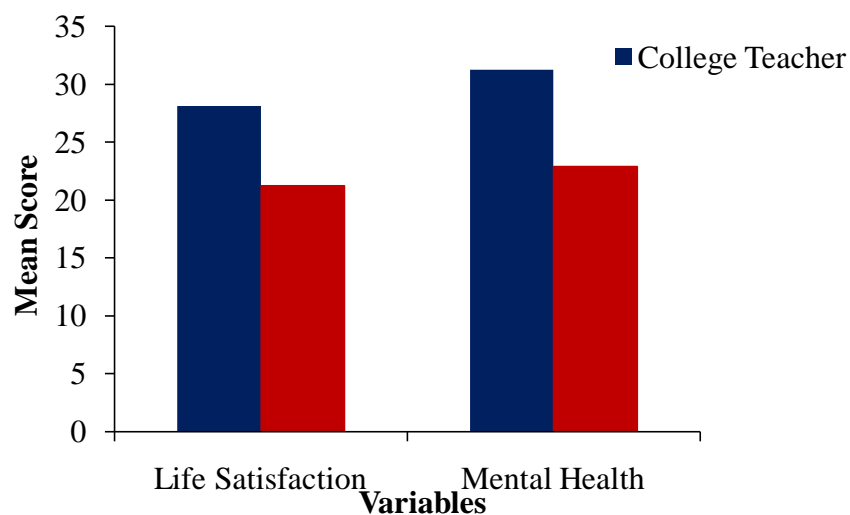
**Table 2: Comparison of mean difference on life satisfaction and mental health between male college teacher and male primary school teacher.**

Variables	Community	N	Mean	SD	df	t
Life Satisfaction	College male	100	28.12	3.57	198	13.23**
	Primary school male	100	21.23	3.78		
Mental Health	College male	100	31.21	3.81		
	Primary school male	100	22.90	4.95		

\*\* Significant ( $p < 0.01$ )

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The results presented in Table 2 shows that there was significant mean difference in life satisfaction ( $t = 13.23$  with  $df = 198$ ,  $p < 0.01$ ) and mental health ( $t = 13.28$  with  $df = 198$ ,  $p < 0.01$ ) of the male college teacher and primary school teacher. Figure 2 showing the comparison of mean difference on life satisfaction and mental health between male college teacher and male primary school teacher. The mean scores of life satisfaction and mental health of male college teacher were higher than that of primary school teacher.



**Figure 2: Life satisfaction and mental health status of male college and primary school teacher.**

The collected data were subjected to  $t$  test to see the mean difference of life satisfaction and mental health of the female college teacher and female primary school teacher. The results appear in Table 3 and figure 3.

**Table 3: Comparison of mean difference on life satisfaction and mental health between female college teacher and female primary school teacher.**

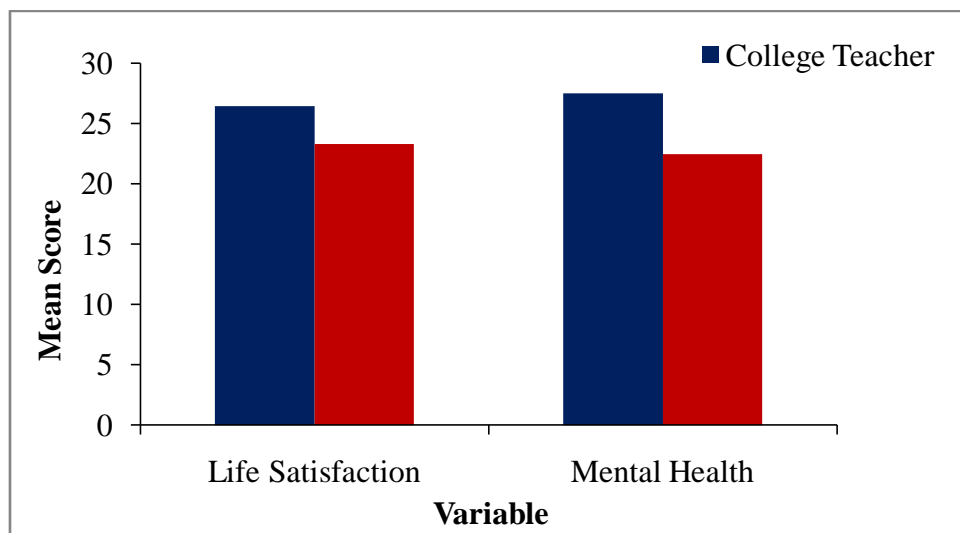
Variables	Community	N	Mean	SD	df	t
Life Satisfaction	College female	100	26.40	2.29	198	5.21**
	Primary school female	100	23.28	5.52		
Mental Health	College female	100	27.49	2.09	198	8.91**
	Primary school female	100	22.44	5.26		

\*\* Significant ( $p < 0.01$ )

The results presented in table 3 shows that there was significant mean difference in life satisfaction ( $t = 5.21$  with  $df = 198$ ,  $p < 0.01$ ) and mental health ( $t = 8.91$  with  $df = 198$ ,  $p < 0.01$ ) of female college teacher and female primary school teacher. Figure 3 showing the comparison of mean difference in life satisfaction and mental health between the female college teacher and female primary school teacher. The mean scores of life satisfaction and

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mental health of female college teacher were higher than that of female primary school teacher.



**Figure 3: Life satisfaction and mental health status of female college and primary school teacher.**

To observe the correlation between life satisfaction and mental health of college teacher and primary school teachers, the collected data were subjected to the ‘Pearson Product Moment Correlation’ analysis. The results are presented in Table 4, which indicates that life satisfaction of college teacher was significantly positively correlated with mental health ( $r = 0.242, p < 0.01$ ). Table 4 also indicates that life satisfaction of primary school teacher significantly correlated with mental health ( $r = 0.05, p < 0.05$ ).

**Table 4: Correlation between life satisfaction and mental health of college teacher and primary school teacher.**

Variables	Life Satisfaction	Mental Health
College Teacher		
	Life Satisfaction	
	Mental Health	0.242**
Primary school teacher		
	Life Satisfaction	0.05*
	Mental Health	

\*\* Correlation is significant ( $p < 0.01$ ); \* Correlation is significant ( $p < 0.05$ )

**DISCUSSIONS**

The present research was a comparative study to investigate the condition of life satisfaction and mental health of college teacher and primary school teacher in Bangladesh. In order to collect the data, two questionnaires were applied on 400 samples (200 college teachers and 200 primary school teacher among them 100 were male and 100 were female) selected

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purposively from different areas of Naogaon on District in Bangladesh. The data were subjected to t-tests to compare the difference in life satisfaction and mental health of college teacher as well as primary school teacher. The obtained data were also analyzed by Pearson correlation to see the relationship life satisfaction and mental health of college teacher and primary school teacher in Bangladesh. The first hypothesis of the present research stated that there would be a significant difference in life satisfaction and mental health of college teacher and primary school teacher and the results were presented in table 1 and figure 1. Computation of t-test indicated that there were significant differences on life satisfaction and mental health of college teacher and primary school teacher (table 1 and figure 1). The mean score of life satisfaction for primary school teacher was found lower ( $\bar{x} = 22.25$ ) than that of college teacher ( $\bar{x} = 27.26$ ). Again, the mean score of mental health for primary school teacher was also found lower ( $\bar{x} = 22.67$ ) than that of college teacher ( $\bar{x} = 29.35$ ). Again, significant mean difference on life satisfaction and mental health between male college teacher and male primary school teacher was observed (table 2). The mean score of life satisfaction for male college teacher was also found higher ( $\bar{x} = 28.12$ ) than that of male primary school teacher ( $\bar{x} = 21.23$ ). Again, the mean score of mental health for male college teacher was also found to be higher ( $\bar{x} = 31.21$ ) than that of male primary school teacher ( $\bar{x} = 22.90$ ). Results presented in the table 3 and figure 3 indicated that there was significant mean difference ( $p < 0.01$ ) on life satisfaction and mental health between female college teacher and female primary school teacher. The mean score of life satisfaction for female college teacher was also found higher ( $\bar{x} = 26.40$ ) than that of female primary school teacher ( $\bar{x} = 23.28$ ). Again, the mean score of mental health for female college teacher was also found higher ( $\bar{x} = 27.49$ ) than that of female primary school teacher ( $\bar{x} = 22.44$ ). Thus, the first hypothesis of the present research was supported by these results. Life satisfaction has significant relationship with leisure experiences, employment and marital satisfaction (Kousha and Moheen, 2004) and with social activities and circle of friends (Oshio, 2012). Women's life satisfaction reported to be declined due to the transition in marriage and loss of spouse (Chipperfield and Havens, 2001). Marital adjustment predominantly influences life satisfaction among women (Daniel et al., 2013). The second hypothesis of the present research stated that there would be a positive correlation between life satisfaction and mental health of college teacher and primary school teacher. The results presented in table-4 showed that significant ( $p < 0.01$ ) positive correlation was found between life satisfaction and mental health of both college teacher and primary school teacher which indicates that the higher the life satisfaction, the higher the mental health and vice-versa. Thus, the second hypothesis of the present research was supported by these findings. The variation in the level of life satisfaction and mental health of college teacher and primary school teacher may be due to various reasons. Income is probably one of the most extensively examined determinants of life satisfaction. Teachers are dissatisfied with their pay and promotion. Most of them agreed that if teachers get promotion on the basis of batch rather than subject and salary is consistent with the cost of daily commodities, teaching professions will be the most desirable and lucrative for the meritorious students. All agreed that it is necessary to keep mental peace by promoting the teachers to higher position in time and to ensure livable salary for quality



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education. According to Seghieriet *al.* (2006) it is assumed that high levels of income are implicitly associated with high levels of well-being. They say that macroeconomic theory states that, as income and consumption increase, a greater number of needs can be satisfied. Various cross-sectional studies have shown that reports of good physical health are associated with higher levels of life satisfaction (Mroczek & Spiro, 2005). Briefet *al.* (1993), however, argued that perceived health appears to have a strong relationship with subjective well-being, while objective health is only weakly associated. Skolnik (2007) argued that higher levels of economic development promote better health at both the individual level and the societal level in general. He said that improvements in health indicators stem particularly from technical progress such as the development of new vaccines and drugs, and simple life saving practices, but mentions that income growth is also associated with better health and longer life expectancy. This is in line with Bloom & Canning (2016) who said that higher income levels give greater command over many of the goods and services that promote good health, such as better nutrition and access to safe water, sanitation, and good quality health services. The less qualified and less experienced teacher feels the stress much more severe on them than the qualified and experienced. A mismatch in qualification among teachers may be a reason for the ill mental health. Panda (1991) attributes stress affecting the mental health of the teachers. BatoolAhadi (2009) examined the relationship between mental health and job satisfaction and results indicated that mental disorders are the effects due to dissatisfaction in job.

### CONCLUSION

The present study clearly indicates that college teacher (s) were comparatively more satisfied in their life, with increased mental health than that of primary school teacher. The findings of the present research have thrown the light of an important area of research in life satisfaction and mental health of college teacher (s) and primary school teacher (s) of Bangladesh. This finding can be used to design fruitful suggestions for the psychological outcomes as well as a guideline regarding improvement of life satisfaction and mental health of college teacher and primary school teacher. Based on the results of the present research it can be concluded that proper concern should be given to improve the status of life satisfaction and mental health of college teacher and primary school teacher in Bangladesh. Findings of the present study can also serve as a base for further research.

### Acknowledgements

The authors would like to acknowledge the respondents who were actively participated and sincerely gave their valuable information regarding this study.

### Disclosure

The authors have no conflicts of interest

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**How to cite this article:** Hossain M, Kayesh I & Ferdous (2018). Study on Life Satisfaction and Mental Health Status of College and Primary School Teacher in Rural Areas of Bangladesh. *International Journal of Indian Psychology*, Vol. 6, (1), DIP: 18.01.047/20180601, DOI: 10.25215/0601.047