

Impact of Mental Health on Job Satisfaction of Secondary School Couple Teachers

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ABSTRACT

The present study is aimed at assessing the impact of mental health on job satisfaction of secondary school couple teachers. The sample consisted of 200 couple teachers out of them are 100 from public schools and 100 from private secondary schools of Dharwad and Kalaburagi district of North Karnataka. A set of a questionnaire of mental health and job satisfaction was used. The data analyzed using independent sample t-test and One-way-ANOVA. The result revealed that there was a significant difference in mental health and job satisfaction among couple teachers. It was also found that there was a significant influence of age on job satisfaction among couple teachers. Whereas, there was no significant influence of age on the mental health of couple teachers. The interpretation and summary pertaining to the study were discussed.

Keywords: *Mental Health, Job Satisfaction And Couple Teachers.*

Teaching is a respectful profession and a Nobel profession as well, in India there is a huge dependency on a mentor because he/she is the builder of the nation, and in fact, he/she is a rectifier of the future generation. In school setting mental health is a knowledge and it is an art to deal with the kinds of environmental barriers and it also helps them to fight with negativeness of their surrounding, it can be a good tool to find a better solution for their problems (Mohtashemi, 2003). Whereas, if a teacher who has poor mental health status can be a more harmful to the students, and then excessive workload also may lead to poor mental health among teachers (Adi Bloom, 2018). Yaghoobi, (2009) found that mental health is negatively and significantly correlated with scales like physical signs, anxiety, sleeplessness, depression. Teachers are experiencing the height of stress, and anxiety because it indirectly

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putting fresher on them (Gray, et.al 2017). Mental health has also been moderately contributing to job satisfaction hence mentally healthy teacher exhibited a greater level of job satisfaction (Suresh and Taj, 2015). (Neetu and madhu 2016) found that male teachers possess good mental health in comparison to female teachers. Further Satisfaction with any kinds of job or work is generally dependent on the person who is mentally healthy, and it is an essential factor in any profession. According to Sinha (1974). Job satisfaction is an integration of effects for produced by an individual perception of the fulfillment of his/her needs in relations to his/her work and situation surrounding it. Job satisfaction is a result of the various attitude of an employee towards his job, and some of them are related to some factors such as salary, the environment of the organization and relationship as well. Teacher's job satisfaction rapport with students and intrinsic factors are important factors. Teachers job satisfaction depends on some aspects of the behavior of higher authority i.e. pay, rewards, and students behavior as well (Sharma and Jeevan, 2006). Therefore, teachers, mental health status is more important in a school setting or in a school environment, it can directly influence on pupils mental health and their academic achievement as well. Job satisfaction of a teacher mostly depends on their mental health status. The present study is aimed at assessing the level of mental health among couple teachers. Objectives of the study are to study the level of mental health and job satisfaction among couple teachers. The study also finds out the influence of age on mental health and job satisfaction of couple teachers.

Hypotheses

- Ho1. There is no significant difference in mental health and job satisfaction among couple teachers
- Ho2. There is no significant influence of age on mental health and job satisfaction among couple teachers

METHODOLOGY

Research design

The present study is exploratory in nature and adopts survey method

Study area

The study area includes rural as well as urban places of Kalaburagi and Dharwad districts. The kalaburagi and Dharwad districts are the class second of Karnataka state. The Kalaburagi district is located 600 Km away from capital city of Karnataka whereas, Dharwad is almost close to the capital city about 300 Km.

Data collection

The study area included rural and urban places of kalaburgi and Dharwad from government and private schools of Karnataka state.

Sample and technique

The present study sample consisted of 200 secondary school couple teachers, out of which 100 are from government schools and 100 are from private schools. samples were selected using purposive sampling method.

Tools

1. Mental health inventory developed by **Jagadish and Srivastava. A.K (1988)**. It has 54 items distributed along 6 sub-dimensions of mental health, they are Positive Self-evaluation, Perception of reality, Integration of personality, Autonomy, Group oriented attitudes and Environmental mastery. **Reliability:** The split-half reliability of the inventory was found to be **0.73**. **Validity:** Construct validity of the inventory was found to be **0.54**.
2. Job satisfaction scale developed by **Meera Dixit (1993)**. It has 52 items with 8 sub-dimensions, namely: Intrinsic aspect of the job, Salary, promotional avenues and services conditions, Physical facilities, Institutional plans and policies, Satisfaction with authorities, Satisfaction with social status and family welfare, Rapport with students and Relationship with co-workers. **Reliability:** The split-half reliability is **.92** and the test-retest reliability is **.86**.

Statistical technique

In the present study mean standard deviations independent sample t-test and One-way-ANOVA were used to analyze the data.

RESULT

Table 1 Summary of mean, SD and independent sample t-test on mental health of couple teachers

Mental health	Gender	N	Mean	SD	t-value
Positive self-evaluation	Male`	100	21.59	7.47	-1.983
	Female	100	23.54	6.38	
Perception of reality	Male`	100	25.08	7.51	-2.024*
	Female	100	27.29	7.91	
Integration of personality	Male`	100	25.52	8.74	.214
	Female	100	25.26	8.45	
Autonomy	Male`	100	23.12	8.26	-2.804*
	Female	100	26.21	7.29	
Group oriented attitude	Male`	100	24.38	8.54	-1.274
	Female	100	25.80	7.14	
Environmental mastery	Male`	100	25.33	7.63	-.413
	Female	100	25.76	7.08	
Overall	Male`	100	144.82	25.59	-2.276*
	Female	100	153.18	26.34	

Significant at *0.05 level

A perusal of above table depicts that mean, SD and t-value of mental health among couple teachers. It was found that there was a significant difference in mental health between male and female teachers. (t-value is 2.276, $p < 0.05$). Thus, the sub-dimension wise analysis indicates that the perception of reality and autonomy was found to be significant at 0.05 level. Whereas, positive self-evaluation, integration of personality, group-oriented attitude and

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environmental mastery was found to be non-significant. Therefore, it revealed that couple teachers exhibited their school environment was healthier and can increase their work satisfaction. Hence, the null hypothesis has been rejected and the alternative hypothesis states that there is a significant difference in mental health among couple teachers has been accepted. The present study results are agree with previous findings of Baro and Panda (2014); Faizia et.al (2015) found that male teachers posses good mental health status than the female teachers.

Table 2 Summary of mean, SD and independent sample t-test on job satisfaction of couple teachers

Job satisfaction	Gender	N	Mean	SD	t-value
Intrinsic aspect of the job	Male`	100	18.34	8.51	-1.111
	Female	100	19.68	8.54	
Salary, promotional avenues & services condition	Male`	100	18.64	7.80	-3.349
	Female	100	22.52	8.55	
Physical facilities	Male`	100	19.86	8.71	-2.053
	Female	100	22.35	8.44	
Institutional plans & policies	Male`	100	19.86	9.53	-1.264
	Female	100	21.44	8.09	
Satisfaction with authorities	Male`	100	19.93	8.80	-1.606
	Female	100	21.93	8.80	
Satisfaction with social status & family welfare	Male`	100	20.56	8.21	-1.199
	Female	100	22.05	9.31	
Rapport with students	Male`	100	20.49	8.35	-2.081
	Female	100	22.91	8.09	
Relationship with Coworkers	Male`	100	19.83	9.04	-.898
	Female	100	20.97	8.90	
Overall	Male`	100	157.62	48.45	-2.488
	Female	100	173.82	43.49	

Significant at *0.05 level

The above table revealed that there is a significant difference in job satisfaction between male and female teachers (t-value 2.488, $p < .05$). Thus, the sub-dimension wise analysis indicates that Salary, promotional avenues & services condition, Physical facilities, Rapport with students was found to be significant at 0.05 level. Whereas, the intrinsic aspect of the job, Institutional plans & policies, Satisfaction with authorities, Satisfaction with social status & family welfare and relationship with co-workers was found to be non-significant. this result showed that female teachers exhibited a higher level of job satisfaction as compared their fellow colleagues. Hence, null hypothesis has been rejected and alternative hypothesis states that there is a significant difference in job satisfaction among couple teachers has been accepted. Some of the previous findings have supported to present results, such as Shann (2001); Woods and Weasmer (2002); Zembylas and Papanastasiou (2006); Rasku and Kinnunen (2003) male teachers exhibited a higher level of job satisfaction compared to

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female teachers. Whereas, Nobi, Abdal and Sajid (2003) found that female teachers are happier with their jobs than their male counterparts. Contradictory findings found by Dhingra (2006) there exist no significant difference in job satisfaction of government and private secondary school teachers.

Table 3 Shows mean, and standard deviation of mental health and job satisfaction scores in relation to on age of the couple teachers.

Variables	Age	N	Mean	Std. deviation
Mental health	25 to 30	66	152.13	26.00
	30 to 35	109	147.14	27.87
	36 and above	25	148.80	18.46
	Total	200	149.00	26.24
Job satisfaction	25 to 30	66	174.51	44.82
	30 to 35	109	166.39	46.59
	36 and above	25	139.56	43.54
	Total	200	165.72	46.63

The above table depicts that the means and SDs of mental health and job satisfaction in relation to age of the couple teachers. The analysis of mental health scores indicates that the couple teachers aged between 25 to 30 have a higher mean score of 152.13 as compared to age between 30 to 35 and 36 and above. However the in job satisfaction scores also it indicates that those who are aged between 25 to 30 have a higher mean score of 174.51 in comparison to 30 to 35 and 36 and above.

ANOVA for mental health and job satisfaction in relation to age of the couple teachers

		Sum of Squares	df	Mean Square	F	Sig.
Mental Health	Between Groups	1024.576	2	512.288	.742	.478
	Within Groups	136075.424	197	690.738		
	Total	137100.000	199			
Job satisfaction	Between Groups	22263.638	2	11131.819	5.341	.006
	Within Groups	410612.682	197	2084.328		
	Total	432876.320	199			

A perusal of the above table shows the One-Way-ANOVA for mental health and job satisfaction scores in relation to the couple teachers. The F-ratio is 0.742 and 5.341 respectively. Thus, the result indicates that there is no significant difference in mental health. Whereas, there is a significant difference in job satisfaction between the couple teachers of different age groups and scores indicates that age has significant influence job satisfaction. Whereas, mental health has no significant influence on the different age group of couple teachers.

Conclusion

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It has been observed that those who are working in healthy environment exhibited the greater level of job satisfaction and mental health as well. The school environment is a key factor which influences on teacher's mental health and their job satisfaction. There is a strong link between students and teachers; this may promote the job satisfaction level and mental health as well among teachers. Further, age is also one of the main factors, that the young couple teachers have a greater level of job satisfaction compared to older or senior colleagues.

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