Research Paper Education

A STUDY OF JOB SATISFACTION AMONG PRIMARY SCHOOL TEACHER IN RELATION TO THEIR MENTAL HEALTH

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ABSTRACT

This study explored the effects of mental health on job satisfaction . A convenience sample of 500 school teachers, males and female from rural and urban private and government schools. The Job Satisfaction Scale by Meera Dixit and, Mental health check list by Pramod Kumar were used for data collection, while t-test, was used for statistical analysis. The results revealed that male and female primary teachers are almost similar on the measure of job satisfaction.. The results show that high mental health and low mental health primary school teachers are differ significantly on the measure of job satisfaction.. The analysis also showed that high mental health male and high mental health female primary school teachers are not differ significantly on the measure of job satisfaction. Further the results showed that low mental health male and low mental health female primary school teachers are not differ significantly on the measure of job satisfaction. The results show that high mental health male and low mental health male primary school teachers are not differ significantly on the measure of job satisfaction . Further the results showed that high mental health female and low mental health female primary school teachers are not differ significantly on the measure of job satisfaction.

KEYWORDS Job Satisfaction, Gender, Mental health check list.

I. Introduction

In India Education is just like a highway to achieve its long cherished goals, a panacea to overcome its problems and as a crucial input in its development, since it is realized that the strength of the country lies in transforming its people into a productive and useful resource, rather than leaving them to continue to be a liability. The National Policy on Education (1986, p.2 & 3) rightly considers human being as a positive asset and a precious national resource which needs to be cherished nurtured and developed with tenderness and care coupled with dynamism. Further the policy asserts education to be a unique investment.

But the maintenance of quality of education at school level without the support of good teachers is a misnomer and that is the reason that in the history of its traditions in India, teachers have always been revered by one and all. The Education Commission (1964-66, p.84) reposed a great deal of the confidence in teachers when it said that, "Of the different factors with influence the quality of education and its contribution to national development the quality, competence and characters of teachers are undoubtedly the most significant" (NCERT, 1970). Changing world needs changing schools. To keep pace with these changing trends, there is a need for a teacher possessing sound mental health high, a high level of education qualification, job motivation and should be well adjusted in his environment as well as he must be satisfied with his profession. The report entitled, "Learning without Burden" (1993,p.5) observed that a majority of teachers in the country neither know nor have the necessary skills to realize the goals of education" (Ministry of Human Resource Development,1993).

The Secondary Education Commission pointed out "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quickened in life by the right method of teaching and right kind of teachers". Therefore, a person qualify for the teaching post, no doubt should be academically competent, but he/she should also have attributes such as good character and conduct, sound teaching aptitude, accountability, empathy, love for children, liking for jobs and high level of jobs satisfaction, creatively, mental health and free from occupational stress. According to Paul spectres (1985) "Job satisfaction is about liking your jobs and finding fulfilment in what you do, it combines an individual feelings and emotions about his profession and how his job affects his personal life". Job satisfaction can lead to behaviours that can have either a positive or negative effect on organisational functioning. Job satisfaction is the function of a set of variables such as intelligence, socio-economic status, personality characteristics, social acceptance occupational commitment organizational climate etc but it seems that educational qualification, mental health and occupational stress are also important affecting variables for the job satisfaction of the teachers. Mental health generally implies optimal development of human abilities, optimal growth towards emotional maturity with freedom from neurotic tensions and inhabitations. It also indicates optimal ability to maintain relationship with individuals and group, in accordance with existing cultural pattern.

Job Saitsfaction :

Satisfaction is an essential factor in any profession. Unless a man is satisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. Job satisfaction is a result of various attitude of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspects and rapport with students etc.

A great variety of research tools have been developed to aid the acquisition of data. Each tool is particularly appropriate for certain sources of data yielding information of the kind and in the form that would be most effectively used. To meas-

ure job satisfaction for primary and secondary teachers, it was necessary to make a survey of some of the existing scale related to the field. Brayfield and Rothe (1951) constructed a scale which was actually revealing the overall feeling of an employee towards his job. Job attitude questionnaire by Sinha (1960) was to study the attitude of workers towards different work situations. It was suited for industrial workers. Natraj and Hafees (1965) also constructed a questionnaire to measure job satisfaction of industrial workers. Harigopal. Reddy and Chattopadhyay (1969) constructed a questionnaire to measure job satisfaction of company workers. It is available in Telegu. Job satisfaction questionnaire for secondary teachers was constructed by Kumar and Mutha (1973). This questionnaire include 31 items related to four aspects, i.e., (i) Satisfaction with work, (ii) Satisfaction with salary and security, (iii) Satisfaction with institutional plans and policies, and (iv) Satisfaction with authorities.

Conceptual Frame Work

Every research study must have some objectives to achieves, without which no research can be conducted. The entire research process is guided by objectives which have been explicitly and precisely spelled out by the investigator in advance.

The present study is aimed at achieving the following objectives:

- To study the level of job satisfaction of primary school teachers in relation to their mental health.
- To study the effect of gender difference on job satisfaction and mental health of the primary school teacher.

Methods

The present work is a descriptive study investigating if teachers, job satisfaction differed significantly to a group of variables such as mental health. The sample consisted of 500 school teachers , males and female from rural and urban private and government schools. In this study, schools were categorized on the basis of rural and urban.

II. Tools Used

Job Satisfaction Scale

Job Satisfaction Scale was constructed by Meera Dixit. It consisted 52 items all these items cover the eight aspects of job satisfaction of primary as well as secondary school teachers. These factors are-

1. Intrinsic aspects Salary
2. Service Conditions and Promotion
3. Physical Facilities
4. Institutional Plans and Policies
5. Satisfaction with Authorities
6. Social Status and Family Welfare
7. Rapport with Students
8. Relationship with Co-worker

It is a 5-Point rating scale measuring the job satisfaction of primary teachers. This test had a fairly high content validity and its reliability is found to be 0.92.

Mental Health Check-List (MHC)

Mental health, such as represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and deliberating symptoms, both mental and somatic in the person (Schneiders, 1964). Mental health check-list was developed by Pramod kumar. It consists of 11 items 6 mental and 5 somatic, presented in a 4 point rating format.

III. Results and Analysis

1: Relationship between gender difference and job satisfaction of Primary School teachers.

It is quite clear from the table that male and female primary school teachers are not differing significantly on the measure of job satisfaction. The mean score of male teachers is 135.00, while the mean score of female teachers is 136.51, whereas their SD's are 32.37 and 38.77 respectively. When the t test was applied to find out the significance of difference between these two means, the value of "t" was found as 0.39 which is not significant at 0.05 level of significance and 444 degree of freedom. This finding reveals that male and female primary teachers are almost similar on the measure of job satisfaction.

Table 1: Showing the significance of difference between male and female primary school teachers in respect to their job satisfaction

G Gender	N	Mean	S D	df	t	Sig.
Male	101	135.00	32.37	444	0.39	Not
Female	345	136.51	38.77			

2: Relationship between gender difference and mental health of primary school teachers.

As is clear from table the mean score of high mental health teachers is 137.19 and their SD is 33.18, while mean and SD scores of low mental health teachers are 127.58 and 39.58 respectively. When these two means were put for t test to know the significance of difference between these two means calculated "t" value was found as 2.03 which is significant at 0.05 level of significance at 238 degree of freedom. Thus, it is clear that high mental health and low mental health primary school teachers are differ significantly on the measure of job satisfaction. High mental health teachers are more satisfied with their teaching job than low mental health primary school teachers as is clear from their mean scores 137.19 and 127.58 respectively.

Table 2: Showing the significance of difference between high mental health and low mental health primary school teachers in respect to their job satisfaction.

	Mental health	N	Mean	S.D.	df	t	Sig.
	High	120	137.19	33.18	238	2.03	Sig.t at 0.05 level
	Low	120	127.58	39.58			

3. Effect of gender and mental health on the job satisfaction of primary school teachers.

A: As is clear from table the mean score of high mental health male teachers is 137.64 and their SD is 30.40, while mean and SD scores of high mental health female teachers are 137.02 and 34.34 respectively. When these two means were put for t test to know the significance of difference between these two means, calculated "t" value was found as 0.09 which is not significant at 0.05 level of significance and 118 degree of freedom. Thus, it is clear that high mental health male and high mental health female primary school teachers are not differ significantly on the measure of job satisfaction.

Table 3:Showing the significance of difference between high mental health male and high mental health female primary school teachers in respect to their job satisfaction.

	High Mental health	N	Mean	S.D.	df	t	Sig.
	Male	33	137.64	30.40	118	0.09	Not Sig.
	Female	87	137.02	34.34			

B: As is clear from table the mean score of low mental health male teachers is 124.11 and their SD is 36.57, while mean and SD scores of low mental health female teachers are 128.59 and 40.54 respectively. When these two means were

put for t test to know the significance of difference between these two means, calculated "t" value was found as 0.54 which is not significant at 0.05 level of significance and 118 degree of freedom. Thus, it is clear that low mental health male and low mental health female primary school teachers are not differ significantly on the measure of job satisfaction.

Table 4:Showing the significance of difference between low mental health male and low mental health female primary school teachers in respect to their job satisfaction.

Low Mental Health	N	Mean	S.D.	df	t	Sig.
Male	27	124.11	36.57	118	0.54	Not Sig.
Female	93	128.59	40.54			

4. Relationship between high mental health and low mental health on the measure of job satisfaction of primary school teachers.

A: As is clear from table the mean score of high mental health male teachers is 137.64 and their SD is 30.40, while mean and SD scores of low mental health male teachers are 124.11 and 36.57 respectively. When these two means were put for t test to know the significance of difference between these two means calculated "t" value was found as 1.53 which is not significant at 0.05 level of significance at 58 degree of freedom. Thus, it is clear that high mental health male and low mental health male primary school teachers are not differ significantly on the measure of job satisfaction.

Table 5: Showing the significance of difference between high mental health and low mental health male primaschool teachers on the measure of job satisfaction

Mental Health Male	N	Mean	S.D.	df	t	Sig.
High	33	137.64	30.40	58	1.53	Not Sig.
Low	27	124.11	36.57			

B : As is clear from table the mean score of high mental health female teachers is 137.02 and their SD is 34.34, while mean and SD scores of low mental health female teachers are 128.59 and 40.54 respectively. When these two means were put for t test to know the significance of difference between these two means, calculated "t" value was found as 1.50 which is not significant at 0.05 level of significance at 178 degree of freedom. Thus, it is clear that high mental health female and low mental health female primary school teachers are not differ significantly on the measure of job satisfaction.

Table 6: Showing the significance of difference between high mental health and low mental health female primary school teachers on the measure of job satisfaction.

Mental Health Female	N	Mean	S.D	df	t	Sig.
High	87	137.02	34.34	178	1.50	Not Sig.
Low	93	128.59	40.54			

IV. Discussion

The purpose of the present research was to determine the effect of mental health on job satisfaction of primary school teachers. The two variables were chosen for analysis because they are manipulable variable that they have been identified as important influences on job satisfaction in previous researches. Data from a large contemporary sample of from rural and urban private and government schools.

T-test were used to determine the effects of these variables on job satisfaction.

The results revealed that male and female primary teachers are almost similar on the measure of job satisfaction.. The analysis also showed that high mental health male and high mental health female primary school teachers , low mental health male and low mental health female primary school teachers , high mental health male and low mental health male primary school teachers , high mental health female and low mental health female primary school teachers are not differ significantly on the measure of job satisfaction. The results show that high mental health and low mental health primary school teachers are differ significantly on the measure of job satisfaction.

Biodun .M. Gesinde , et al. (2012).found that two research questions and two research hypotheses indicated that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further analysis showed that no significant difference existed on gender basis while there were significant differences on educational qualification and age groups. Sabry M. ,(2010). investigates the longitudinal effects of a pay-increase schema, known as the teachers 'cadre, on teachers' job satisfaction. Found that after pay increase, male teachers were significantly more satisfied with their teaching profession than female teachers. Pedzani Perci Monyatsi,(2012) investigates the level of job satisfaction of the teachers of all categories in Botswana. Due to many changes that have taken place in the education system of the country and internationally, there is a need to find out how these have affected the satisfaction of those tasked to lead secondary schools found that teachers are generally satisfied with their jobs. Mohammed Abushaira,(2012) found that job satisfaction among special education teachers in Jordan according to some variables. Results revealed that the level of job satisfaction among the participants was moderate. No Significant statistical differences were found in the respondents' level of job satisfaction due to gender. However, significant differences were found in the respondents' level of job satisfaction due to age favoring younger teachers. Nick Boreham, et al. (2006). Primary teachers had higher job satisfaction than secondary teachers, females had higher job satisfaction than males and those entrants to the profession for whom this was the first job had higher job satisfaction than those who had previously pursued a different career pathway. Om Raj Katoch ,(2012). Result shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

V. Delimitations

Due to the shortage of time & resources the study was carried out only on primary school teachers, males and female from rural and urban private and government schools only.

- The sample was restricted to rural and urban areas of private and government schools.
- The phenomenon of job satisfaction has been studied on in relation to gender and mental health variables only.
- The standardize tools are used for the assessment of the job satisfaction and mental health.
- It is desirable that the researcher reaches first hand or original sources for the study, but as access to some material was not possible materials taken from available secondary sources has been used.
- Collecting of data in two sitting may be one more delimitation as a number of teachers are present only in one of the two sessions. Through a third visit is made to cover such teachers.

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