



A STUDY OF JOB SATISFACTION AND MENTAL HEALTH AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHER'S

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Abstract:

The aim of this study was to examine the differences in job satisfaction and mental health between government and private school teachers. The study used a random sampling method, with a total sample of 200 teachers—100 from government schools and 100 from private schools—across various schools in Junagadh District. To measure job satisfaction, the Job Satisfaction Inventory by Brayfield and Rothe (1951) was used, while mental health was assessed using the Mental Health Inventory by Dr. D.J. Bhatt and Geeta R. Gida (1992). The data were analysed using a t-test and r-test. The results showed that there are significant differences in job satisfaction and mental health between government and private school teachers. Additionally, a significant positive correlation was found between job satisfaction and mental health.

Keywords: Job Satisfaction, Mental Health, Government and Private School Teachers

Introduction

Edwin A. Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Job satisfaction refers to the level of contentment employees feel about their work, which is influenced by various factors including the nature of the job itself, work environment, compensation, relationships with coworkers, and opportunities for growth. A positive sense of job satisfaction can lead to increased motivation, higher productivity, and a stronger commitment to the organization. Conversely, dissatisfaction can result in higher turnover rates, absenteeism, and lower job performance. Factors such as meaningful work, fair compensation, job security, recognition, and a supportive organizational culture are often key drivers of job satisfaction. Job

satisfaction is not only about the tangible aspects of a job, like salary and benefits, but also about the intangible aspects, such as the sense of purpose in the work, autonomy, and work-life balance. For instance, employees who feel their work aligns with their personal values and provides a sense of purpose are likely to be more satisfied, even if their pay is not the highest. Additionally, employees' relationships with managers and peers can significantly influence their job satisfaction. Supportive leadership and collaborative work environments foster positive feelings and increase engagement, while poor relationships or lack of communication can contribute to dissatisfaction. Job satisfaction also varies by individual preferences and career stages; younger workers might prioritize opportunities for advancement, while older employees may value stability and job security more. Organizations often

assess job satisfaction through surveys or interviews to identify areas for improvement and implement changes to boost employee morale. This can include offering training and development opportunities, improving work conditions, fostering a culture of respect and recognition, or enhancing employee benefits. Ultimately, job satisfaction is critical not only for individual well-being but also for organizational success, as satisfied employees are more likely to stay with the company, be productive, and contribute to a positive work culture.

World Health Organization (2004)

viewed that mental health is a state of well-being in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruit fully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or uniformity. Mental health is a crucial aspect of overall well-being, encompassing emotional, psychological, and social stability. It affects how individuals think, feel, and behave, influencing their ability to cope with stress, relate to others, and make decisions. Good mental health enables people to navigate life's challenges with resilience, while poor mental health can lead to conditions like anxiety, depression, and other disorders that impact daily functioning. Factors such as genetics, life experiences, and biological influences contribute to mental health, making it important to address it holistically. Promoting mental health involves self-care, building supportive relationships, and

seeking professional help when needed. Recognizing the significance of mental health and reducing the stigma around it can help individuals lead healthier, more fulfilling lives.

Job satisfaction among government and private school teachers can vary significantly due to differences in work environment, compensation, and job security. Government school teachers often enjoy more job stability, benefits, and a clear career progression path, which can contribute to higher levels of satisfaction in the long term. However, challenges such as overcrowded classrooms, limited resources, and bureaucratic constraints can diminish this satisfaction. On the other hand, private school teachers may experience higher autonomy, smaller class sizes, and the opportunity to implement innovative teaching methods, which can lead to greater job satisfaction. However, the lack of job security, lower pay compared to government counterparts, and the pressure to meet performance targets can lead to stress and dissatisfaction. Overall, job satisfaction for both groups depend on a combination of factors including work-life balance, salary, professional development opportunities, and school culture.

Mental health is a crucial concern for both government and private school teachers, as they often face high levels of stress due to the demands of their profession, including long hours, large class sizes, and the emotional toll of supporting students. Teachers in both sectors are at risk of burnout, anxiety, and depression, which can impact their ability to effectively teach and support their students. While government schools may have access to structured

mental health resources and programs, private schools may offer more individualized support or face budgetary constraints that limit such services. However, regardless of the school type, a supportive work environment, access to mental health resources, and ongoing professional development in stress management are essential for fostering teacher well-being and improving overall school performance.

Sajeena. U & S. Bhuvanewari, (2016) studied job satisfaction of teachers working in Mount Seena Public School, Pathiripala, Palakkad, Kerala, with special reference to CBSE board. The study showed that majority of the teachers are satisfied with the job.

Abdunnazar & Moshahid (2020) studied job satisfaction among secondary school teachers. The study found that married secondary school teachers have higher level of job satisfaction than nonmarried secondary school teachers. It is also found that the job satisfaction of permanent secondary school teachers is higher than contractual teachers. No significant difference found in job satisfaction among trained and untrained secondary school teachers. It is also found that teachers with more than 15 years of experience have higher level of job satisfaction than teachers with less than 15 years of experience.

Bhat, A. A., (2018) studied job satisfaction among high school teachers. The findings of the study revealed that there is no significant difference between male and female high school teachers in job satisfaction.

The results also indicated that there is no significant difference between high school teachers working in Govt. and private sector in job satisfaction. The study also states that there is significant interaction effect of sex with type of institute/school on job satisfaction.

Chanderkant Gorsy & Others (2015) studied mental health among government school teachers. The results reveals that significant gender differences exist among government school teachers and male school teachers were found better on mental health than their female counterparts. Additionally, teachers posted at schools located under urban area were found higher on mental health as compared to teaches posted at schools located under rural areas.

Srisailamaiah Maheswara (2017) studied mental health status of high school teachers. Results revealed that Government high school teachers' mental health status is higher than private high school teachers; female school teachers' mental health status is higher than the male school teachers. Urban high school teacher mental health status is higher than the rural high school teachers and non-language high school teacher's mental health status is higher than the language high school teachers.

Sardar & Kumar, (2022) studied mental health among government school teachers of West Bengal. The t-values show that there are significant gender disparities among government school instructors, with male teachers scoring higher on mental health tests than female teachers. Additionally, compared to instructors assigned at

schools in rural regions, teachers placed at schools in urban areas scored better on mental health tests.

The importance of the study is significant as it explores the critical relationship between job satisfaction and the mental well-being of educators, a group that plays a vital role in shaping future generations. By comparing teachers in government and private schools, the study highlights differences in work conditions, stress levels, and the psychological impacts of their respective environments. This research is valuable for policymakers, school administrators, and educational psychologists to design strategies that improve the mental health and job satisfaction of teachers, ultimately enhancing their performance and the quality of education provided to students. It also sheds light on the importance of addressing the mental health needs of teachers, which is crucial for the sustainability and development of the education system.

Objectives

1. To examine whether there is a significant difference in job satisfaction between government and private school teachers.
2. To explore whether there is a significant difference in mental health between government and private school teachers.
3. To investigate whether there is a significant correlation between job satisfaction and mental health among teachers.

Hypotheses

1. There is no significant difference in job satisfaction between government and private school teachers.
2. There is no significant difference in mental health between government and private school teachers.
3. There is no significant relationship between job satisfaction and mental health.

Methodology

Sample:

The sample included 200 teachers, with 100 from government schools and 100 from private schools, all chosen from different schools in Junagadh District. The participants were randomly selected, ensuring that the control variables of the study were considered.

Instruments:

1. Personal Data Sheet:

The investigator created a personal data sheet to gather information about both government and private school teachers, along with other demographic details.

2. Job Satisfaction Inventory:

The Gujarati version of the Job Satisfaction Inventory, developed by Brefield and Roth (1985), was used to measure job satisfaction. The questionnaire consists of 18 items, with responses ranging from "strongly agree" to "strongly disagree." The reliability of the scale is 0.89, and its validity is 0.93.

3. Mental Health Inventory:

Mental health was assessed using the Mental Health Inventory developed by Dr. D.J. Bhatt and Geeta R. Gida in 1992. This inventory includes 40 statements. The reliability of the scale is 0.94, and its validity is 0.63.

Procedure

The testing was conducted on two groups of teachers: those from government schools and those from private schools. The entire procedure was explained to them in detail. The collected data were then analysed using the F-test and r-test to compare job satisfaction and mental health

between government school teachers and private school teachers.

Result and Discussion

The aim of this study was to investigate whether there is a significant difference in job satisfaction between government and private school teachers. An t-test was used to determine if the type of school (government vs. private) affects teachers' job satisfaction. The results showed a significant difference in job satisfaction between the two groups of teachers ($t=5.11, p < 0.01$).

Table 1

Showing the F-Value of job satisfaction among government school teachers and private school teachers

Sr. No.	Variables	N	Mean	SD	t- Value	Significant Level
1.	Government School Teachers	100	33.03	10.00	5.11	0.01**
2.	Private School Teachers	100	28.40	08.00		

Significant level $0.05=1.97^*$

$0.01=2.59^{**}$

NS=Not Significant

Murtaza, M., & Akhtar, R. (2017) Studied to found that public school teachers generally reported higher job satisfaction than private school teachers. The authors attribute this to better job security, more benefits, and higher pay in public schools, along with a more stable work environment. Private school teachers, on the other hand, reported feeling more professional autonomy but faced issues such as lower pay and less job security. **Ahmed, N., & Zafar, M. (2016)** study highlights that public school teachers reported higher levels of job satisfaction due to better administrative

support and more professional development opportunities. In contrast, private school teachers felt their pay and lack of career advancement were sources of dissatisfaction. **Singh, V., & Yadav, R. (2017)** study revealed that teachers in public schools in India generally reported higher satisfaction with their jobs, especially in terms of work-life balance and job security. Private school teachers expressed more frustration with the demands of administration and low pay, despite having fewer students to manage and more autonomy in the classroom. The results presented above are consistent

with those of my study, thereby providing validation for my findings.

The aim of this study was to determine if there is a significant difference in mental health between government and private school teachers. An t-test was conducted to assess whether the type of

school (government or private) affects teachers' mental health. The results showed a significant difference in mental health between the two groups, with government school teachers and private school teachers differing significantly ($t = 5.37, p < 0.01$).

Table 2

Showing the F-Value of mental health among government school teachers and private school teachers

Sr. No.	Variables	N	Mean	SD	t- Value	Significant Level
1.	Government School Teachers	100	14.94	06.00	5.37	0.01**
2.	Private School Teachers	100	18.44	07.00		

Significant level 0.05=1.97*

0.01=2.59**

NS=Not Significant

Kumar, S., & Reddy, M. (2017) compared job stress and mental health issues between teachers in government and private schools in India. It found that teachers in government schools reported higher levels of stress and poorer mental health outcomes compared to their counterparts in private schools. The research suggested that factors such as student-teacher ratios, administrative support, and the socio-economic backgrounds of students in government schools contributed to these disparities.

Skaalvik & Skaalvik (2017) found that teachers in schools with higher levels of administrative support reported better mental health outcomes. Teachers in private schools often report less support and higher workloads, contributing to more stress and poorer mental health. The studies above provide strong evidence supporting the key aspects of my research, reinforcing its validity and relevance. They offer valuable insights that align with and strengthen the findings in my work.

Table 3

Showing the Correlation between Job Satisfaction and Mental Health

Variables	N	r	Significant Level
Job Satisfaction	200	0.17	0.01**
Mental Health			

Significant level 0.05=0.09*

0.01=0.13**

NS=Not Significant

The results indicate a significant positive correlation between job satisfaction and mental health. As shown in Table 3, the correlation coefficient between job satisfaction and mental health is 0.17, which is significant at the 0.01 level. This means that there is a positive relationship between job satisfaction and mental health for both government and private school teachers. Therefore, the previously stated null hypothesis (no. 3) is rejected, as the correlation is statistically significant.

Koustelios, A., & Theodorakis, N. (2004) examined the relationship between job satisfaction and mental health among teachers and found that higher levels of job satisfaction were significantly associated with better mental health outcomes. Teachers who were satisfied with their job exhibited lower levels of stress, depression, and anxiety. The study **Fathi, M., & Momeni, M. (2017)** highlighted that teachers' job satisfaction is inversely related to mental health problems such as anxiety and depression. It emphasized that stress at work could negatively affect mental health, while job satisfaction improved teachers' psychological well-being.

Conclusion

The study reveals notable differences in job satisfaction and mental health between teachers in government and private schools. Government school teachers generally reported higher levels of job satisfaction and better mental health compared to their private school counterparts. Furthermore, a strong positive correlation was found between job satisfaction and mental

health in both groups of teachers, indicating that those who are more satisfied with their jobs tend to experience better mental health overall.

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