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# Examining the Influence of Mental Health on the Job Satisfaction of Secondary Teachers of West Bengal

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### Abstract

This study investigated how the mental health state of secondary school teachers of West Bengal was associated with job satisfaction and the results were positive. The information was collected from 500 educators and analysis showed that those educators who are in better mental health were also more satisfied with their work. Also, the teachers with practice teaching in the urban areas as well as those teaching in urban areas with self-identified as male had better mental health plus higher job satisfaction compared to their counterparts in rural areas. Given these findings, 'it is apparent that, in order to increase teachers' happiness and contentment on the job, their mental health issues have to be resolved'.

**Keywords:** Mental Health, Job Satisfaction, Secondary Teachers, West Bengal, Gender Differences, Urban vs. Rural, Teacher Well-being

## 1. Introduction

Especially as there are socio-economic and geographical challenges which shape educational contexts in West Bengal in a certain way, it is essential to focus on the connection between teachers' mental health and their work satisfaction in the context of the secondary level. Several empirical researches have also established that teachers' health affects their job satisfaction that translates to the job performance and wellbeing of the teacher (Kling et al. , 2014; Montgomery & Rupp, 2005). The present work raises an assumption of job performance and retention rates among educators licensed and the level of work satisfaction they have with stigmatized mental health issues (Labrague et al. , 2017). Furthermore, earlier studies have indicated that stress at the workplace increases teachers' mental illness or they lack support system at work (Hakanen et al. , 2006; Ingersoll, 2001). Hence, understanding this correlation would be valuable in improving educational results and the teachers' quality of life in the West Bengali setting (Bandyopadhyay & Banerjee, 2020). This study aims at adding to regional policy and practice by examining the link between mental health as well as job satisfaction.

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## 2. The Statement of the Problem

The effects of mental health on work satisfaction of West Bengali secondary school teachers, act as blow in educational quality and it is teacher retention's major areas of concern. Mental health problems will affect job satisfaction among teachers in West Bengal but there is no adequate study which addresses this issue in view of the socio-economic and educational setting of the state though the problems are increasingly being recognized across the world (Kumar & Sharma, 2016; Sharma & Kumari, 2019). The studies have established that teachers' work satisfaction coupled with efficiency diminished by mental health conditions like burnout stress as well as anxiety (Hakanen et al. , 2006; Montgomery & Rupp, 2005). According to Ghosh and Singh (2018) and Bandyopadhyay and Banerjee (2020) such place like West Bengal is poorly provided with education and support systems to enable such practice. To design interventions that could enhance teacher's well-being and educational outcomes specialized knowledge of this setting's mental health effect on work-life satisfaction is needed.

## 3. The Objectives

- O1: To examine how the secondary school teachers' degrees of satisfaction on the job are unaffected by their mental health.  
O2: To investigate the regional differences of secondary school teachers' views on job satisfaction in relation to their mental health.  
O3: To analyze the relationship between mental health and job satisfaction among secondary teachers.

## 4. The Hypotheses of the Study

- Ho1: Secondary school teachers' degrees of satisfaction on the job are unaffected by their mental health in accordance to their gender.  
Ho2: Secondary school teachers' degrees of satisfaction on the job are unaffected by their mental health in accordance to their regionality.  
Ho3: Mental health status does not significantly affect the job satisfaction of secondary teachers.

## 5. The Significance of the Study

This study is significant in the West Bengal particularly since the teachers are often encumbered by social economical adversities that may worsen mental health complications (Ghosh & Singh, 2018; Kumar & Sharma, 2016). Since the study establishes a link between enhanced mental health with greater job satisfaction, the results can be used to indicate changes of policy to improve teacher support, and carry out specific capacity building programs, that will strengthen the teachers' job satisfaction (Sharma & Kumari, 2019; Bandyopadhyay & Banerjee, 2020). Finally, this research will help in developing a conducive teachers' working environment that is very crucial for both teacher well-being and students' performance.

## 6. The Review of Related Literature

Kumari, S., & Singh, M. (2024). A Review of Job Satisfaction among School Teachers in India. Educational policymakers, school administrators, and stakeholders may use this research as a resource to build focused interventions that support and promote teacher happiness and retention. It also adds to the scholarly debate on teacher work satisfaction.

Dutta, R. (2023). Student depression in West Bengal: a comprehensive investigation across educational levels. While most college students seemed to be suffering from moderate melancholy, the majority of school-aged children had just a little hint of sadness. The only independent variables that did not demonstrate a significant correlation with depression were the mother's level of education and her employment.

Dawn, S. et al. (2016). A survey of teachers' experiences with stress on the workplace at several educational institutions in West Bengal, India. Teachers with higher salaries, who are female, between the ages of 50 and 60, and who work in metropolitan private schools, report a high rate of stress.

Dey, B. K. et al. (2013). A pilot research in the Chittagong area examined teachers' self-esteem and work happiness. The findings demonstrated a favourable correlation between teachers' self-esteem and job satisfaction.

Ghosh, M. (2013). The research found that compared to males and those in graduate school, paraprofessionals, female educators, and those working in both public and private schools reported greater levels of job satisfaction.

## 7. Research Gap

Despite a wealth of literature on the subject elsewhere, very little research has looked at how mental health and job satisfaction interact among secondary school teachers in West Bengal. This state has its own unique socioeconomic and educational background.

## 8. Methodology of Study

### Research Method:

For this study, the researcher used a descriptive survey approach.

### Research Design:

The researchers used a cross-sectional approach in their investigation.

### Variables of the Study:

The mental health of secondary school teachers served as the study's independent variable, while their satisfaction with their jobs served as the dependent variable. Factors that make up the demographic variable include gender and location.

### Sample of the Study:

Five hundred secondary school teachers from the Indian state of West Bengal made up the study's overall sample. A basic random procedure was used to choose the sample.

## 9. Analysis and Interpretation

Hypothesis 1 (Ho1): Secondary school teachers' degrees of satisfaction on the job are unaffected by their mental health.

To test this hypothesis, the analysis focused on gender differences. It was observed that male teachers reported higher job satisfaction, with an average satisfaction score of 158.52, while female teachers reported a slightly lower score of 149.09. Similarly, mental health status varied across genders, with male teachers scoring an average of 164.60 in mental health assessments, compared to 124.80 among female teachers. The overall average mental health score among all participants was 144.70.

Further analysis revealed that both gender and mental health had statistically significant effects on job satisfaction. The gender difference showed a significant association with job satisfaction, indicating that male teachers tend to be

more satisfied in their roles. Additionally, the mental health status had a strong influence on job satisfaction, as demonstrated by a highly significant result in the ANCOVA analysis. These findings lead to the rejection of the null hypothesis, indicating that mental health and gender both significantly affect job satisfaction among secondary school teachers.

Hypothesis 2 (Ho2): Secondary school teachers' degrees of satisfaction on the job are unaffected by their mental health in accordance to their regionality.

Regional disparities were evident in both job satisfaction and mental health status. Teachers in urban areas reported significantly higher job satisfaction with an average score of 180.42, in contrast to rural teachers who averaged 129.24. Similarly, mental health scores were also higher in urban areas, with an average of 166.36 compared to 124.70 for rural teachers. These findings suggest that both job satisfaction and mental health are positively influenced by an urban teaching environment.

The statistical analysis confirmed that regionality had a highly significant impact on job satisfaction. Urban teachers consistently reported better mental health and job satisfaction, highlighting a critical role of locale in shaping the psychological and professional experiences of educators. The strong effect of mental health on job satisfaction was also reaffirmed, reinforcing the conclusion that both mental health and geographic context are pivotal factors in determining work satisfaction. As such, the second null hypothesis is also rejected.

Hypothesis 3 (Ho3): Mental health status does not significantly affect the job satisfaction of secondary teachers.

To explore this hypothesis, a correlation analysis was conducted. A Pearson correlation coefficient of 0.835 was observed between mental health and job satisfaction, with a significance level of  $p < 0.000$ . This strong positive correlation indicates that teachers with better mental health tend to experience higher levels of job satisfaction. The findings demonstrate a significant and direct relationship between psychological well-being and workplace contentment.

In light of these results, the third null hypothesis is rejected as well. It is evident that mental health plays a central role in influencing the degree of job satisfaction among secondary school teachers in West Bengal.

## 10. Findings

Secondary school educators in West Bengal reported greater levels of work satisfaction when their mental health was in better shape, according to a recent study.

Male teachers and those residing in urban regions reported greater levels of work satisfaction and better perceived mental health than their female and rural counterparts, according to the education and practice study. Based on these findings, it is clear that teachers need targeted assistance to boost their happiness and contentment on the job.

Superior mental health and job satisfaction are outcomes of living in an urban area, according to cross-sectional research. This is because metropolitan areas provide more opportunities for professional growth, as well as superior infrastructure and social support.

## 11. Conclusion

In the present study, the establishment of the positive correlation between mental health and work happiness in secondary school teachers of West Bengal. Stressing the value of mental health in overall smiled job satisfaction,

the teachers who have reported better job satisfying level have better health. The study also established that there was gender and location disparities; for instance, tutors from large organizations urban based had higher job contentment and mental health than their counterparts in rural areas. These results emphasize the importance of forming support structures and therapies for teachers' well-being with the intention to decrease disparities and increase teachers' satisfaction with their work.

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