

Mental Health And Job Satisfaction As Predictors Of Teacher Effectiveness Among Secondary School Teachers

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Abstract:-

The present study aimed to examine mental health and job satisfaction as predictors of teacher effectiveness. The descriptive survey design and multi-stage random sampling techniques were employed for the present study. A sample of 300 senior secondary school teachers, 153 Male and 147 female from various school of Poonch and Rajouri districts were selected. For the assessment of teacher effectiveness of senior secondary school, the investigators have adopted the Teacher Effectiveness Scale by Umme Kulsum (2011). For the assessment of job satisfaction of senior secondary school teachers, the researchers have used Job Satisfaction by Madan and Malik (2020). For the assessment of mental health researchers develop their own tool for teachers' mental health of senior secondary school teachers. Pearson Product Moment correlation and multiple regressions were used to analyze the collected data. Outcomes disclose that there exist a positive and significant relationship ($r = 0.359$) between mental health and teacher effectiveness; and ($r = 0.476$) between job satisfaction and teacher effectiveness. Findings of stepwise multiple regressions revealed that mental health and job satisfaction ($R^2=0.284$ $F(2,297) = 58.996$, $p < 0.01$) accounted for 28.4% variation in teacher effectiveness of senior secondary school teachers.

Keywords: Mental Health, Job Satisfaction, Teacher Effectiveness, predictors.

Introduction:-

Nation's quality is determined by the quality of its citizens; the quality of its citizens is greatly determined by the quality of their education, and the quality of their education depends on the quality of their teachers. Long back ago Dr. Radhakrishnan, (1949) rightly observed, "The teachers place in the society is of dynamic importance. He acts as the pivot for transmitting intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning". In this sense teachers are considered to be custodians of the existing and the future. They prepare the citizens

to be role models in shaping the destiny of their country. There is no education system, curriculum, approach, and textbook that can be as good as its teachers. Quality teachers are essential if a country wants quality education. The effectiveness of any education system greatly relies on the quality of the teachers (Khatal, 2010), which in turn be governed by on the quality of teacher education. Today's teachers have the responsibility of shaping their students as mentally and physically healthy citizens who will be able to contribute to society through knowledge, attitude, skills and values (Shitole, 2018).

Mental Health

The World Health Organization (2001a, p.1) explains mental health as, “a state of well-being in which every individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” The term ‘mental health’ and positive mental health are used interchangeably, and the construct encompasses hedonic (cheerfulness, life satisfaction) as well as eudaimonic well-being (mental functioning, self-realization) (Ryan & Deci, 2001; Tennant et al., 2007; Lang & Bachinger, 2017). According to Bhatia (1982), mental health is the capability to balance reality with the positive aspects of life, and the ability to meet and abide by the realities of life is a measure of mental healthiness. Mental health can be considered as an individual’s ability to balance their spirits, ambitions, needs and ideals in day-to-day life. Adolescents who have better mental health outcomes have seamless integration into their family, society and social environments, (USDHHS, 1999). The psychological well-being of employees within an organization is considered mental health. In order to promote an employee’s psychological well-being; mental health is an expanding area that highlights the prevention, intervention and assessment. A person’s mental health is determined by behaviors, attitudes and feelings that constitute his/her own effectiveness, satisfaction and attainment (Banks et al., 1980). Mental health is a state of being that provides individuals with a logic of control over their survives, enabling them to enjoy, find connotation and purpose in life, accomplish their goals and form and maintain meaningful relationships.(Ryff & Keyes,1995). Mental health wellness of educator’s facilitates the learning and development of students through school-based mental health services. In order to provide

teachers with quality evidence-based services to meet the needs of their students, school-based mental health and school psychologist’s expertise are essential (Cowan, 2012).

Teachers own mental health and his/her professional effectiveness are, therefore critical factors in education (Nithya, 2017). As Yong and Yue (2007) shows that teaching is the most stressful occupation. Long term work stress can cause burnout, which affects teachers physically and mentally, lowers the quality of their work and also affects students physically and mentally. Bauer et al., (2007) successively described that teachers regularly work more than normal forty hours per week. In line with this Schaarschmidt & Fischer (2008), described that in comparison with other professions, teacher’s exhibit unhealthy work experience and behaviors, such as emotional difficulties and negative emotions around their work. Bauer et al., (2006) is of the view that these unhealthy work related experience and behavior have impact not only on teachers physical and mental health, however also on students achievement Klusmann et al.,(2016). Sound mental health of teachers plays a very crucial role because a teacher with good mental health can adjust well with external world with maximum effectiveness and satisfaction with her job. Moreover, a teacher's positive mental health is highly related to their students' wellbeing (Hardling et al., 2019). Teachers have the responsibility to shape and mould the behavior of students in the desired direction that is essential for the smooth functioning and progress of society as a whole. In order to accept these responsibilities, teachers must not only to be physically but also mentally healthy and satisfied with their job to teach effectively. When this is accomplished, the progress of individual, the society and the nation as a whole is achievable. Therefore, measuring teacher’s mental health as a predictor of teacher

effectiveness is beneficial to both the teachers and students.

Job Satisfaction

Teachers' job satisfaction is an altitudinal variable reflecting how teachers feels about their professions. The degree of job satisfaction refers to how much people like or dislike their jobs, and it is one of the most important aspect to the effectiveness and efficacy of any organization. Locke (1970) defines job satisfaction "as a pleasurable or positive state of mind resulting from the appraisal of one's job or job experiences". Other researchers have revealed, job satisfaction shows a remarkable role in a member's well-being and health (Kornhauser, 1965; Gardell, 1971; Caplan et al., 1980; Keon&McDoanld, 1982). Teachers' job satisfaction is linked with the teachers work performance, their involvement, motivation and commitment to their job (Sargent &Hannum, 2005). Teacher's job satisfaction has a substantial effect on teaching effectiveness and educational output. In addition to affecting teacher's enthusiasm and stability, it also affects their career mobility, job burnout, job concentration and mental health. (Klassen et al., 2009). Moreover, it has an empirical impact not just on teachers, but generally on students also and schools as well. (Johnson & Johnson, 1999) Teacher's job satisfaction is achieved when they are happy with their individual tasks, challenging work and opportunities for the advancement and achievement.

Teacher effectiveness

Education depends on quality teachers, and schools can only be as good as the teachers they have (Darling-Hammond, 2015). An effective educator is he, who teaches effectively to their students, can purify and mold students' behavior, can help students to develop sound mind. (Stronge and Grant, 2011) defined teacher

effectiveness as the capacity to use approaches, strategies, connections with students in a manner that results in improved students learning and achievement. Hunt (2009) considered teacher effectiveness as "the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens". The effective teachers are contented with their job while ineffective teachers are unconcerned and dissatisfied with their occupation (Choi & Tang, 2011). Researcher like Hwang (2007) found that teacher who had higher competencies, comfort, empathy, self-esteem and leadership tend to achieve better in overall teaching effectiveness. In the same way Sutton &Wheatly (2003) consider that for the wellbeing, effectiveness and excellence in carrying out the process of teaching-learning, and particularly increase in socio-economic conditions of students the emotional competency of teachers is necessary.

Rationale of the study

Teacher effectiveness is one of the main aspects in educational sector, as the whole systems of education depend on the efficient, active, capable and effective teachers. Secondary school teachers occupy a crucial importance for the professional development of students. Teacher effectiveness, satisfaction with job and mental health altogether may/should be the demands of every educational institution to nurture their future generations. The present study is significant as it facilitates the process of professional development, better understanding for effectiveness of teachers, their sound mental health and job satisfaction which are the most challenging issues for overall enhancement of organization, administration and academic. The

mental health of secondary school teachers is unavoidable because good mental health and satisfaction with their job are prerequisites for the working of an effective teacher. Teacher effectiveness is influenced by various factors like, type of school, teaching experience, emotional intelligence, organizational setting, professional training, mental health, job satisfaction, occupational stress etc. Though, teacher's mental health and job conditions should be favorable as they results in enhancing professional development. Thus, in the present study, researchers want to examine mental health and job satisfaction as predictors of teacher effectiveness of secondary school teachers. The researchers want to study the relationship between criterion and predictive variables and also want to determine whether predictive variables (mental health and job satisfaction) would significantly predict teacher effectiveness of secondary school teachers. The current study results will contribute to education and also in the field of teacher education.

Objectives of the study

Objective- 1

To explore relationship of teacher effectiveness with mental health and job satisfaction of senior secondary school teachers.

Objective- 2

To determine whether predictive variables-mental health and job satisfaction would significantly predict teacher effectiveness of senior secondary school teachers.

Hypothesis of the study

Null Hypothesis (H01)

There is no significant relationship of teacher effectiveness with mental health and job satisfaction of senior secondary school teachers.

Null Hypothesis (H02)

None of the predictive variables mental health and job satisfaction will significantly predict teacher effectiveness among senior secondary school teachers

Methodology

The investigators employed quantitative research approach and descriptive survey research design to achieve objectives of the study.

Population of the study

All teachers of senior secondary schools (i.e. teachers teaching 11th& 12th classes) from Poonch and Rajouri districts of Jammu and Kashmir, (India) were treated as the target population for the present study.

Sample of the study

A sample of 300 senior secondary school teachers (153 male & 147 females) from Poonch and Rajouri districts were selected through multistage random sampling technique.

Tools used

The investigators selected a scale of Teacher Effectiveness, developed and standardized by Umme Kulsum (2011). Present tool has been adopted as self-rating scale for the present study as it is converted into 5 point rating scale, with the total score range of 60 to 300. Total score obtained on "step number you are now" is taken as to find the level of teacher effectiveness of secondary school teachers. Teachers Job Satisfaction Scale developed and standardized by Madan and Malik (2020) was administered to find the level of Job Satisfaction of teachers and Teachers Mental Health tool has been constructed by Researchers themselves.

Procedure of the study

After obtaining the permission by the principals of the senior secondary schools of Rajouri and Poonch districts of Jammu and Kashmir, India, the teachers were consulted and briefed about the purpose of the present study and its relevance in the present time. Then standardized tools were administered on the teachers and thus data was collected for the study.

Statistical techniques used

Mean, Standard deviation, Skewness, Kurtosis, Pearson's Product Moment Correlation and Multiple Regression Analysis were used to analyze the collected data by using SPSS software version 25.0.

Results and interpretation

Table 1: Normal Distribution of Mental Health, Job Satisfaction and Teacher Effectiveness Score

Variable	Mean	SD	Std. Error of Mean	SK	Std. Error of SK	Z-Value of SK	KU	Std. Error of KU	Z-Value of KU
Mental Health	88.13	7.636	0.441	-0.226	0.141	-1.60	-0.111	0.281	-0.39
Job Satisfaction	90.37	11.568	0.668	-0.150	0.141	-1.06	-0.284	0.281	-1.01
Teacher effectiveness	214.46	19.044	1.099	0.054	0.141	-0.05	-0.297	0.281	-1.05

Mental Health, Job Satisfaction and Teacher Effectiveness Scores are approximately normally distributed as value is neither below nor above the standard z-value, i.e., ± 1.96 (Doane & Seward, 2011). Thus, the examination from Table 1, leads to the conclusion that mental health, job satisfaction and teacher effectiveness scores of senior secondary school teacher are normally distributed.

Hypothesis (i): There is no significant relationship of teacher effectiveness with job satisfaction and mental health of senior secondary school teachers.

For testing the above framed null hypothesis, Pearson's Product moment correlation was calculated and description of the results is presented below in Table-2.

Table-2: Correlation between the criterion variable and predictive variables

Predictive Variables	Criterion Variable (Teacher Effectiveness) Total Sample (N=300)
Mental Health	0.359**
Job Satisfaction	0.476**

**Correlation is significant at 0.01 level

An examination of Table- 2, Figures 4(A)& 4(B), represent that there is statistically

significant and positive ($r=0.359$, $p<0.01$) between mental health and teacher effectiveness.

Similarly, as far as job satisfaction is concerned, the correlation coefficient with teacher effectiveness is ($r=0.476$, $p<0.01$). So, it can be inferred from the graphical presentation any increase or decrease in the predictive variables (Mental Health & Job Satisfaction), cause a similar change in criterion variable (Teacher Effectiveness). Further, in conformity with Cohen’s (1988) guidelines of effect size, the calculated r' value for mental health $r= 0.359$,

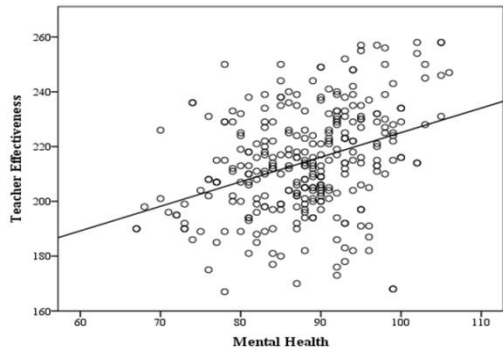


Fig. 4(A):Scatter plot of correlation between Teacher Effectiveness and Mental Health

Hypothesis (ii):None of the predictive variables (mental health and job satisfaction) will significantly predict teacher effectiveness amongsenior secondary school teachers.

Table-3: Stepwise Multiple Regression Analysis

Predictive Variables	R	R ²	R ² Change	F ²	F Change	Durbin-Watson
Job Satisfaction	0.476	0.227	0.227	0.29	87.402	1.551
Job Satisfaction& Mental Health	0.533	0.284	0.058	0.39	23.879	

Dependent Variable: Teacher Effectiveness

its medium correlation strength, and for job satisfaction r' value = 0.476, shows medium strength of correlation with teacher effectiveness

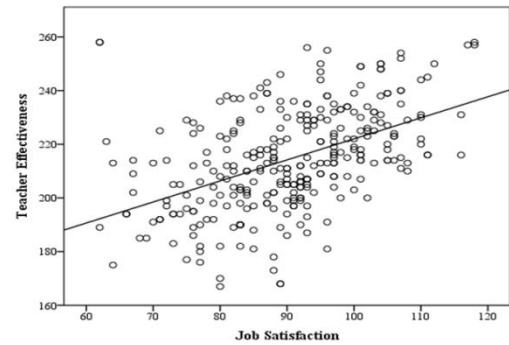


Fig. 4(B):Scatter plot of correlation between Teacher Effectiveness and Job Satisfaction

For testing the above framed null hypothesis stepwise multiple regression was calculated and description of the results is presented below in Table-3.

****Significant at 0.01 level**

The multiple regression analysis values in the Tables 3 & 3.1 indicate that job satisfaction and mental health are significant predictors of teacher effectiveness. These variables together accounted 28.4% of variance in teacher

effectiveness ($R^2 = 0.284$, $F(2,297) = 58.996$, $p<0.01$). Job Satisfaction emerged as most significant contributing variable in influencing teacher effectiveness. Job Satisfaction alone contributes 22.7% of the variance which can be

explained as R^2 change = 0.227, $F = 87.402$, $p < 0.01$, followed by Mental Health with the share of 5.8%, $F = 23.879$, $P < 0.01$, in predicting teacher effectiveness as shown in Figure 5 below. Further, in conformity with Cohen's (1988) guidelines of effect size as per Table-3, ($F^2 = 0.29$) for Job Satisfaction and $F^2 = 0.39$ for (Job Satisfaction & Mental Health) suggest a

large strength contribution to teacher effectiveness. Moreover, the value of Durbin Watson is 1.551, showing there is no autocorrelation in the model. The value of Durbin Watson has to be in range of 0-4, indicates that there is no auto correlation (Field, 2009; Kenton, 2019).

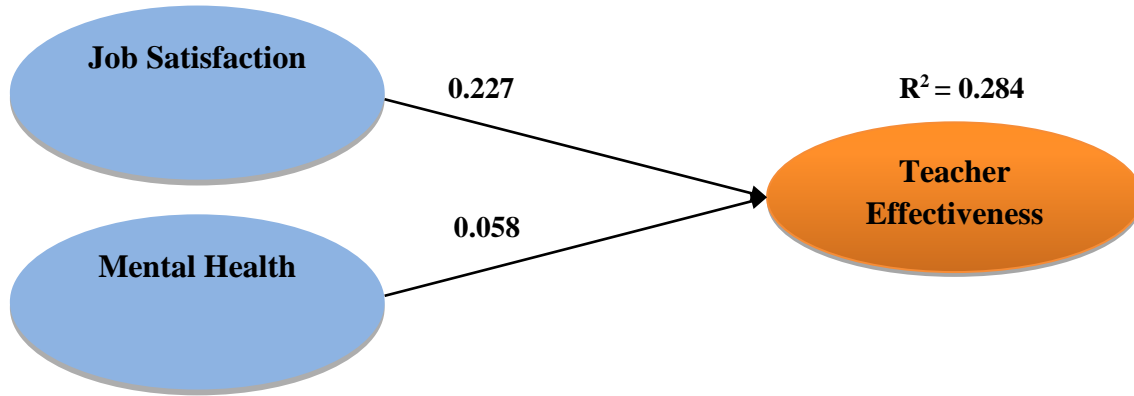


Figure 5: Showing the variability of teacher effectiveness of senior secondary school

teachers explained by job satisfaction and mental health.

Table-3.1: ANOVA Results for Job Satisfaction and Mental Health

Source of Variation	Sum of Square	df	Mean Square	F	Sig.
Regression	30830.908	2	15415.454	58.996	0.000
Residual	77605.689	297	261.299		
Total	108436.597	299			

Dependent Variable: Teacher effectiveness.

****Significant at 0.01 level**

Table-3.1 of ANOVA revealed that F-ratio ($F=58.996$, $p < 0.01$) was proven to be statistically significant at 0.01 alpha level. It indicates that the regression model is acceptable

and predictive variables significantly predict the teacher effectiveness of senior secondary school teachers.

Table-3.2: Regression Coefficient

Predictive Variables	Unstandardized coefficients	Standardized coefficients		

	B	Std. Error	Beta(β)	t-value	Sig.
Constant	98.856	11.752		8.412	.000**
Job Satisfaction	0.673	0.084	0.409	8.024	.000**
Mental Health	0.621	0.127	0.249	4.887	.000**

Dependent Variable: Teacher Effectiveness

****Significant at 0.01 level**

Further, Table-3.2, also shows that standardized coefficient (β) bearing t-values for Job Satisfaction ($\beta = 0.409$, $t = 8.024$, $p\text{-value} = 0.000 < 0.01$) is significant and has a strongest predicting power in predicting teacher effectiveness.

Mental Health emerged as the next significant potential predictor having standardized coefficient ($\beta = 0.249$) and bearing t-value ($t = 4.887$, $p < 0.01$) in predicting teacher effectiveness.

It depicts that an increase in per unit in job satisfaction and mental health the teacher effectiveness of respondent increase by 0.673 and 0.621, respectively.

The variation due to these two predictor variables causes a positive and significant change in teacher effectiveness.

Finding and Discussion

On the basis of above tested hypotheses, the findings of relationship shows that there is a positive and significant relationship between mental health and teacher effectiveness. The findings are consistent with the results of (Sethi, 2015; Trishna & Mala, 2018). Whereas results are contradictory to (Priyanka, 2021) which shows that mental health and teacher effectiveness are negatively correlated with each other. Similarly, a significant and positive

relationship was found between job satisfaction and teacher effectiveness. The result is similar to the findings of (Halder & Roy, 2018, Kothawade (2014), Neelima & Marion, 2018, Arora (1978), Abraham (1994), Mishra (2011), Goel (2013), who investigated that job satisfaction is positively correlated with teacher effectiveness.

Results of stepwise regression analysis indicates that mental health and job satisfaction were found as significant predictors of teacher effectiveness ($R^2 = 0.287$, $F = 2,297 = 58.996$, $p < 0.01$). The two predictors explain 28.7% of the variance in teacher effectiveness.

Conclusion

The present study reveals that teacher effectiveness is correlated with mental health and job satisfaction of senior secondary school teachers of Poonch and Rajouri districts of Jammu and Kashmir, India. The reason may be attributing to the fact that both mental health and job satisfaction are important elements in effectiveness and efficacy of teachers, their level of satisfaction with their job and mentally health contributes towards teacher effectiveness, which in turn becomes the main base of overall achievement and performance of students.

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