

Evaluating the Moderating Effect of Teaching Experience on the Relationship between Mental Health and Job Satisfaction

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ABSTRACT

This study proposed to analyze the moderating effect of teaching experience in the relationship between mental health and job satisfaction of college teachers thus to test whether this relationship differs according to teaching experience. Using a survey method a sample of 250 teachers of government colleges of Uttar Pradesh (U.P.) have been selected; through stratified random sampling. Two standardized questionnaires, Teachers Mental health scale by Sharma and Siddiqui (2019) and job satisfaction scale by Mudgil, Mubar and Bhatia (2012) were used to collect the data. In order to statistically analyze the data multiple regression analysis (hierarchical) was conducted. To test moderation, researchers in particular looked at the interaction effect of predictor (X) variable with moderator (M) and whether or not such an effect is significant in predicting criterion (Y) variable. The procedure given by Andrew Hayes (<http://www.afhayes.com>) was used to examine the interaction effect. In the analysis two models emerged, Model-1 (without the interaction) and Model-2 (with the interaction). The results from the model-1 indicated that mental health accounted for a significant variance in job satisfaction further from the Model-2 a significant moderating effect of teaching experience on the relationship of mental health with job satisfaction was found.

1. Introduction

Today is the time of rapid changes and technology. In such a fast-changing world, for developing society like India equity and quality of education are primary concern, particularly in a globalized world. Thus, the maintenance of quality education is critical and it cannot be possible without the support of excellent and competent teachers.

Education in general and higher education in particular, must be quality based because only quality education can produce utilitarian, productive and sagacious youth, which is a dire need of present society. To achieve these goals we need skilled teachers who are sound on both physical and mental aspects, with sufficient knowledge and competence. The best curriculum and the comprehensive syllabus remained and unless it quickened into life by the practical methods of teaching through the competent and skilled teachers and even these kinds of teachers cannot deliver themselves unless they are motivated and have value for their personal and professional life.

Thus, due care should be taken for the welfare of personal, professional and social development of teachers, as first, their self-development is of a great importance, because all development starts with self-development. Therefore teachers must feel satisfied, enthusiastic, motivated, determinate and devoted towards their profession. Hence, it is vital for teachers to feel satisfied with their job, being efficient enough to cope up with situations, being able to maintain their overall well-being, being stable in the time of pressure of their strenuous job by managing their emotions and lead them in the positive direction. All this can only be possible by creating a balance between the professional as well as personal skills,

integrate them and then applying them in teaching learning process thereby improving the quality of education. For this they must be contented in their job and must have sound mental health.

2. Job Satisfaction

Hoppock (1935) brought the term job satisfaction into the light for the first time and defined it as the blend of psychological and environmental situations that enable a person to say truthfully that I am satisfied with my job. It is a positive affective feeling of a person which is felt by him during the job.

According to Locke (1969) "job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values." (p.316).

According to Good (1973) job satisfaction is "the quality, state or level of satisfaction which is a result of various interests and attitudes of a person towards his job." (p.320).

Hence, job satisfaction expresses the extent of the match between the expectations of an employee and the rewards the job provides, the value it gives and gets cherished.

3. Mental Health

Health is an important quality and indispensable condition for an organism to live one's life successfully. Hence, health is a salubrious condition of body or mind that assists both the physical as well as mental conditions of individuals in doing the task reasonably and efficiently. Thus,

mental health is an integral part of health, mental health is not just the absence of illness and it is closely associated with one's physical health and behavior.

Mental health is the ability of individuals which allows them to achieve success by all their capacities and realise the level of satisfaction with themselves and with the social order by minimising the friction and tensions; it is a state of well-being. WHO (2004) defines mental health as an indicator of one's well-being, a positive state in which the individuals are conscious of their abilities, can utilize them at their optimum level, can cope with stressful situations of everyday life, can work successfully and productively and can make contribution in the welfare of a society.

According to the Health Education Authority (1997), "mental health is the emotional and spiritual resilience which allows us to enjoy life and to survive pain, disappointment, and sadness. It is a positive sense of well-being and an underlying belief in our own, and others' dignity and worth." (p.7).

According to Dandekar (1981), "mental health is the full and harmonious functioning of the total personality." (p.412).

4. Significance of the Study

In order to improve the operational ability and teaching quality, the level of contentment of teachers must be high which in fact augments their overall job performance. Good teachers are known to promote the feeling of enthusiasm, happiness, confidence and have the ability to respond to the serious circumstances and to solve them. In order to have all these characteristics, teachers must have a sound and balanced health in its all aspects. The present study is of the great importance, as it also gives the direction to further promote the reform of higher education. Further the results may also be helpful in unfolding the role of teaching experience thus as a part of the significance, this study is helpful in understanding how these factors contribute in the relationship between job satisfaction and mental health of college teachers which aids in understanding the role of demographic variable. Thus, the result of the present study will assist the teachers, organizational committee and administration of the colleges to analyze their performance in the light of mentioned variables and take initiative to improve it.

5. Review of Related literature

Bala (2007) revealed that organizational climate, job satisfaction and positive perception of the quality of working life were also positively related to mental health of teachers working in universities. As per the findings of the study Srivastava and Asthana (2008) lecturers had the better mental health in comparison to the other teacher's group. Mohana (2013) revealed an insignificant effect of different level of teaching and years of teaching experience on the mental health of teachers. On the other hand Shafi (2016) found a positive correlation between job satisfaction and length of service. Lecturers and assistant professors were found as more dissatisfied but the senior teachers had satisfaction from their job. The critical analysis of the above

studies present a mixed kind of results. Thus, keeping in view the importance of mental health and job satisfaction, and the role of teaching experience in the field of government college teachers, the present research has been made to study the moderating effect of teaching experience in the relationship between mental health and job satisfaction of college teachers.

Objective: To study teaching-experience as moderator of the relationship between Mental Health and Job satisfaction among teachers of government colleges.

Hypothesis: Teaching-experience will moderate the relationship between Mental Health and Job satisfaction among teachers of government colleges.

6. Limitations of the Study

- Only teachers of government colleges were taken into consideration.
- The study was conducted only in Uttar Pradesh.
- Smaller sample size was taken due to time constraints

7. Research Methodology and Data Analysis

The present study was descriptive survey in nature. Population of the study was teachers of Government Colleges of Uttar Pradesh. Using a survey method a sample of 250 teachers from the five districts namely Aligarh, Agra, Mathura, Bareilly and Meerut, have been selected; through the multistage stratified random sampling. As the population was scattered hence multistage and teachers were of heterogeneous nature so the stratified random sampling method was justified. Instruments used to collect the data was Teacher's Job Satisfaction scale of Mudgil, Mubar and Bhatia (2012) with the reliability index of 0.95 i.e., statistically significant at 0.01 level. It consists of 75 statements based on five point Likert scaling technique. Second measuring instrument was Teachers Mental Health Scale by Sharma and Siddiqui (2019) with high reliability 0.891 significant at 0.01 level. All the items of the scale are of positive manner and 5, 4, 3, 2, 1 score was assigned to strongly agree, agree, indifferent, disagree, and strongly disagree respectively. The sum of these values provides the job satisfaction scores and mental health scores respectively for the respondents. The data were collected for this study by the researchers from the teachers of sampled colleges. For breaking down the data into meaningful results proper statistical strategy was utilised. Moderation Analysis, as distribution of data was found approximately normal.

8. Moderation Analysis

A moderator is a variable that specifies conditions under which a given predictor is related to an outcome. The moderator explains 'when' a predictor (IV) and criterion (DV) are related. Moderation implies an interaction effect, where introducing a moderating variable changes the direction or magnitude of the relationship between two variables. To test the hypothesis that teaching experience individually moderates the relationship between predictor (Mental Health) and criterion variable (Job satisfaction), a multiple regression

analysis (hierarchical) was conducted. To test moderation, researcher will in particular be looking at the *interaction* effect of predictor (X) variable with moderator (M) and whether or not such an effect is significant in predicting criterion (Y) variable.

The PROCESS: Procedure given by Andrew Hayes (<http://www.afhayes.com>) was used to examine the interaction effect. In the analysis two models emerged, Model-1 (without the interaction) and Model-2 (with the interaction).

In order to confirm a third variable making a moderation effect on the relationship between the two variables X and Y, it must show that the nature of this relationship changes as the values of the moderating variable M change. This is in turn done by including an interaction effect in the model and checking to see if indeed such an interaction is significant and helps in explaining the variation in the outcome variable better than before. If both models are significant and the amount of variance (R^2 change) accounted in Model-2 is significantly more than Model-1, then moderation is occurring.

Table: 1 presents the moderation analysis to examine the moderating effect of teaching experience on the relationship of mental health with job satisfaction.

Moderation analysis: Teaching experience as moderator of relationship between mental health and Job satisfaction among Teachers of Government colleges.

Moderation schema: Teaching experience as moderator of relationship between mental health and Job satisfaction among teachers of government colleges, prepared and showed in Fig.1.

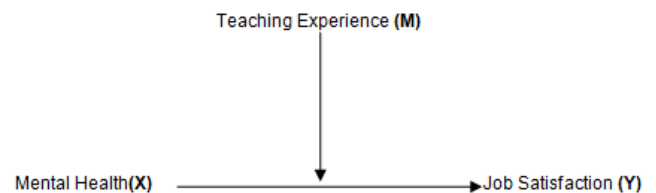


Fig.1: Schema for Teaching Experience as Moderator between Mental Health and Job Satisfaction

Table 1: Shows Hierarchical Regression Analysis Model Summary for Moderation Effect of Teaching Experience on the Relationship of Mental Health and Job Satisfaction among Teachers of Government Colleges

Model Summary					Change Statistics				
Model	R	R Square	Adjusted Square	R- Std. Error of the estimate	R-Square Change	F Change	df1	df2	Sig.F Change
1	.426 ^a	.182	.178	20.071	.182	55.092	1	248	.000
2	.871 ^b	.759	.757	10.925	.577	590.038	1	247	.000

a. Predictors: (Constant), Mental Health

b. Predictors: (Constant), Mental Health, Interaction between Teaching Experience and Mental Health

As shown in Table 1, Model-1 mental health; without the interaction accounted for a significant amount of variance in job satisfaction, $R^2 = .182$, $F(1, 248) = 55.092$, $p < .001$. It can be inferred that mental health is a significant predictor of job satisfaction. Next, Model-2 shows the interaction between teaching experience and mental health that is also accounted for a significant amount of variance in job satisfaction, $R^2 =$

0.759 , $F(1, 247) = 590.038$, $p < .001$. On the basis of this analysis it can be inferred that there is a significant moderating effect of teaching experience on the relationship of mental health with job satisfaction. Further, for visualizing the conditional effect of mental health (X) on job satisfaction (Y) interaction plot prepared and shown as Fig.2.

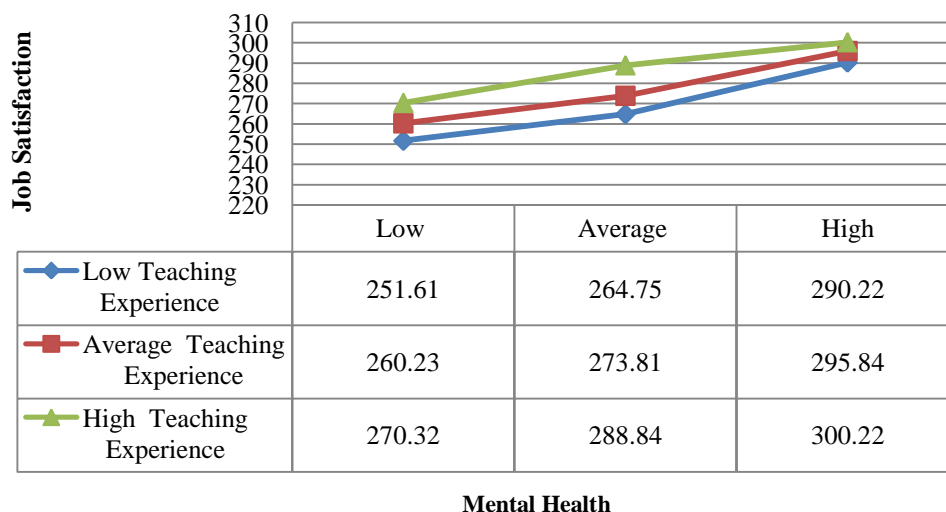


Fig.2: Interaction Plot Teaching Experience as Moderator between Mental Health and Job Satisfaction

Examination of the interaction plot showed that enhancing effect as teaching experience and mental health increases, government college teachers' job satisfaction also increases. At low mental health, teachers' job satisfaction was different for their average, and high teaching experience groups. Teachers with low, average and high mental health with their low, average and high teaching experience groups had an enhancing pattern in job satisfaction and came closer to substantiate the interaction effect. Therefore, hypothesis: *Teaching-experience will moderate the relationship between Mental Health and Job satisfaction among teachers of government colleges* is supported.

9. Discussion

From the findings, a positive relationship was found between job satisfaction and mental health of government college teachers. Similar findings were also exhibited by Bala (2007), found that organisational climate, job satisfaction and positive perception of some of the quality of working life dimensions were positively related to mental health. Gechman and Wiener (1975) also found that mental health of teachers was positively correlated to job satisfaction. Thus the teachers, who were mentally healthy, were also satisfied with their job indicating that mentally healthy teachers exhibited satisfaction with their job. It has also been observed that mental health emerged as the significant predictor of the job satisfaction among all the teachers working in government colleges. This finding is supported by Wright and Cropanzano (2000); Siu (2002) in their study they revealed that well-being as a significant predictor of job satisfaction, in which the well-being included the social relations, welfare and health issues, which also included the mental health in itself.

Mental health is a mounting arena which accentuates appraisal, aversion and mediation to advance the psychological security and welfare of individuals. This ensures such demeanours and beliefs among the teachers which in turn increase their level of personal and professional effectiveness and satisfaction. Thus, it is recommended that administrators of colleges should keep the working environment healthy and encouraging which aid in removing some hurdles on the way to the development of effective teachers. In addition, to promote mental health among the teachers, workshop and seminar related to mental health and wellbeing should be organised at the inter-university level only

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then the teachers will be benefited and can realise the satisfaction in their job.

Further significant moderating effect of teaching experience on the relationship of mental health with job satisfaction was found. This may be explained or justified on the ground that years of experience of teachers are capable of having a role in making difference in the job satisfaction of teachers working in government colleges. Wong (1986); Bertz and Judge (2004) also gave same kind of results by considering job experience as important factor and found that with the passage of time job satisfaction also increased.

Thus it is recommended that administrators of colleges should initiate professional training programme to appeal all the faculty members for enhancing their self-confidence, work capability and their skills. To boost their worth colleges should recognise the extraordinary eminence of the teachers, and they should be admired, and additional reinforcement should also be provided in the form of both monetary and non-monetary way. So that at every level of their teaching they may feel satisfied from their job.

10. Conclusion

Consequently, it was found that job satisfaction and mental health positively and significantly correlated to each other. It means that better satisfaction level with job will lead to good mental health or vice-versa. When an employee will be satisfied with his/her job, they will work more efficiently and enthusiastically. On the other hand employees with good mental health can think better and tackle the problems easily which must enhance the satisfaction level. Researchers incorporated one more variable i.e. teaching experience as moderator of the relationship between mental health and job satisfaction. We, being human have tendency to observe and learn while sometimes we just obey the instruction given by our elders for the accomplishment of assignment. Because, they are experienced and learned in the concerned field and they might cope with situations efficiently. In the same way teaching experience of the teachers help them to deal with the problems and lead them towards higher level of satisfaction. The present study exhibits that teaching experience as moderator contributes noticeable amount of variance in the job satisfaction.

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