

***“Psychological Well-being and Job Satisfaction of government and private aided Higher Secondary School Teachers”***

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**ABSTRACT**

Teachers have always played vital roles in the reconstruction of the society. This study is intended to gain knowledge about Psychological Well-being and Job Satisfaction of Male and Female teachers working in government and private aided higher Secondary schools. This problem has sociological, psychological and educational significance. For that purpose 180 Teachers were selected from different schools out of which 90 were taken government schools and the remaining 60 were taken from Private school. The Psychological Well-being and Job Satisfaction Scales were administered on the selected sample to know their level of Psychological Well-being and Job Satisfaction. Statistical ‘t’-test and correlation was applied to analyze the data. It was found that there is significant difference in the psychological well-being and Job Satisfaction of male and female teachers. It was also found that there is significant difference in the psychological well-being and Job Satisfaction of government and private aided school teachers. There is a significant and positive correlation found in psychological well-being and Job Satisfaction of teachers.

Key word: psychological well-being, job satisfaction, types of school, gender

## INTRODUCTION

Psychological well-being is usually used as a term for all phrases that are related to happiness, satisfaction, self-actualization, peace, and happiness with all elements of life. According to Warr(1978), psychological well-being is a concept that is felt by a person about his/her daily activities. Warr defines psychological well-being as feelings that include negative emotional state and also positive view that is more than just satisfaction. He also implies the importance of the measurement of positive mental indicator that includes certain characteristics such as growth and learning from new experiences and success in the search of value. Meanwhile, Ryff (1995)

Describes psychological well-being itself as the evaluation and interpretation that a person makes about themselves. Based on Ryff's definition, psychological well-being can be described as a condition where someone is not only free from distress and mental problems, but also has positive interpretation on his/her self and the past life, ability to manage environment effectively, ability to develop positive relation with other people, certain belief that life has meaning and purpose, and desire to grow and improve individually

Spector (1997) defined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about his job, including different facets of the job. So, in essence, job satisfaction is a product of the events and conditions that people experience on their jobs.

The quality of teaching depends upon active, dedicated and satisfied teachers. Job satisfaction expresses the extent of match between employees'

expectations of the job and rewards that the job provides. It is an established fact that a satisfied teacher puts best efforts to make teaching more effective. Job satisfaction positively influences the teachers' performance, students' achievement, organizational commitment and work motivation. It provides happiness and contentment, whereas dissatisfaction from the job indicates negative feelings towards work and consequently the teacher apparently feels stress of the occupation.

Chida, Y. and Steptoe, A.(2008).The current review suggests that positive psychological well-being has a favorable effect on survival in both healthy and diseased populations.

Chahalet.al,.(2003).studied well-being of adolescents in relation to role of adjustment, personality, social support and family environment and found that for females, family cohesion, intellectual-cultural orientation, achievement orientation, socialization, classmates' support, adjustment and sociability were significantly important contributors of well-being; for males, family conflict, organization, adjustment and classmates' support emerged as important contributors of well-being.

## ***Method***

### ***Participates:***

A sample of 180 Teachers was randomly selected from Ahmedabad city, Gujarat (90 of Private higher secondary school teachers and 90 from government higher secondary school teachers.)

## ***Instruments:***

### ***1. Psychological well-being scale***

For the present research work the scale of psychological well-being scale developed by Sudha Bhogle (1995) has been used for data collection, and its translation and publication done in Gujarati by suvera in (2001). In this scale, there are 28 statements and every stamen have to alternative answer (yes or no.) for this scale positive and negative both types statements given. In positive statements, if on yes (V)' than 1 score given same way negative statement's on NO.(√), than 1 score given, and in positive and negative statements opposite sign get 0 score in this scale higher score is 28 and lower score 0 by using test re-test method, this scale get 0.72 Reliability score and 0.84 internal reliability scale. This scales validity score satisfied scale's Gujarati translation by Dr suvera (2001) of main English scale test, Re-test method by so sample on main English scale has been done and the reliability score or it 0.91 this scale analyses that high score have high psychology well-being.

### ***2. Teacher Job-satisfaction questionnaire***

Teacher Job-satisfaction questionnaire (TJSQ) by Pramod kumar and D.N.Mutha (1996) were used. The questionnaire is consisted of 29 Items with “yes – No” type Items. The split-half reliabilty of the spearman-Brown formula is 0.95 with an index of reliability of 0.97. The face validity of measure is very high.

## ***Procedure:***

After finalizing the instruments and receiving the consent of the government higher secondary school teachers and private higher secondary school teachers choose were requested to fill the psychological wellbeing scale and job satisfaction scale without Omitting and item. All the data analysis using statistical measures such as mean, standard Deviation, 't' test and person's product moment correlation.

**Research Design:**

The present study attempted to assess the Stress 180 (90 of government higher secondary school teachers and 90 from private higher secondary school teachers.) The ‘t’ test was applied for the purpose of statistical interpretation to test the significant. Result and discussion for the present study are follows:

**Result and Discussion:**

Table no. 1 Showing ‘t’ value and mean differences between psychological wellbeing and job satisfaction of government and private higher secondary school teachers.

Ho.1 There is no significant difference between psychological wellbeing and job satisfaction of government and private higher secondary teachers.

Variable	Group	N	Mean	S.D	‘t’ Value	Level of significant
psychological wellbeing	Government school Teacher	90	21.72	4.34	5.09	0.01
	Private higher Teacher	90	18.21	4.75		
Job satisfaction	Government school Teacher	90	24.37	4.15	5.70	0.01
	Private higher Teacher	90	20.89	4.03		

Significant at: 0.01 Level.

The present study attempted to assess the level of psychological wellbeing of 180 higher secondary school teachers. (90 form government school and 90 private school.) The ‘t’ test was applied for the purpose of statistical interpretation to test the significant. Result and discussion for the present study are follows:

Table 1 the 't' test has been applied to find out whether there is any significant differences in the psychological well-being with respects to their types of school. Calculated 't' value is found to be 5.09 which is greater than the table value and significant at 0.01 level. Hence the null hypothesis "There will be no significant difference between the mean score of psychological well-being of government and private higher secondary school teachers" is rejected. Therefore it is concluding that "There is a significant difference between the mean score of psychological well-being of government and private higher secondary school teachers." This result indicates that the mean scores for the variable of psychological well-being for government higher secondary school teachers were 21.72 and private higher secondary school teachers were 18.21 respectively. The mean value indicates that the government higher secondary school teachers scored better than the private higher secondary school teachers' score in the psychological well-being. It means government secondary school teachers better level psychological well-being than private school teachers.

Also Table 1 the 't' test has been applied to find out whether there is any significant differences in the job satisfaction with respects to their types of school. Calculated 't' value is found to be 5.69 which is greater than the table value and significant at 0.01 level. Hence the null hypothesis "There will be no significant difference between the mean score of job satisfaction of government and private higher secondary school teachers" is rejected. Therefore it is concluding that "There is a significant difference between the mean score of job satisfaction of government and private higher secondary school teachers." This result indicates that the mean scores for the variable of job satisfaction for government higher secondary school teachers were 24.37 and private higher secondary school teachers were 20.89 respectively. The mean value indicates that the government higher secondary school teachers scored more than the private higher secondary school teachers' score in the job satisfaction. It means

government secondary school teachers higher level job satisfaction than private school teachers.

Table no. 2, Showing ‘t’ value and mean differences between psychological wellbeing and job satisfaction of male and female.

Ho.2 There is no significant difference between psychological wellbeing and job satisfaction of male and Female Teachers.

Variable	Group	N	Mean	S.D	‘t’ Value	Level of significant
psychological wellbeing	Male	90	21.06	4.62	3.21	0.01
	Female	90	18.88	4.59		
Job satisfaction	Male	90	23.54	4.36	2.82	0.01
	Female	90	21.71	4.35		

Significant at: 0.01

Table 2 the ‘t’ test has been applied to find out whether there is any significant differences in the psychological well-being with respects to their gender. Calculated ‘t’ value is found to be 3.21 which is greater than the table value and significant at 0.01 level. Hence the null hypothesis “There will be no significant difference between the mean score of psychological well-being of male and female teachers” is rejected. Therefore it is concluding that “There is a significant difference between the mean score of psychological well-being of male and female teachers.” This result indicates that the mean scores for the variable of psychological well-being for male teachers were 21.06 and female teachers were 18.88 respectively. The mean value indicates that the male teachers scored better than the female teachers’ score in the psychological well-being. It means male teachers better level psychological well-being than female teachers.

Also Table 2 the 't' test has been applied to find out whether there is any significant differences in the job satisfaction with respects to their gender. Calculated 't' value is found to be 2.82 which is greater than the table value and significant at 0.01 level. Hence the null hypothesis "There will be no significant difference between the mean score of job satisfaction of male and female teachers" is rejected. Therefore it is concluding that "There is a significant difference between the mean score of job satisfaction of male and female teachers." This result indicates that the mean scores for the variable of job satisfaction for male teachers were 23.54 and female teachers were 21.71 respectively. The mean value indicates that the male teachers scored better than the female teachers' score in the job satisfaction. It means male teachers better level of job satisfaction than female teachers.

*Table 3. Correlation between psychological well-being and job satisfaction of government and private secondary school teachers*

Ho.3 There is no significant *Correlation between psychological well-being and job satisfaction of government and private secondary school teachers.*

Variables	Correlation value of 'r'	df	Inference
Psychological wellbeing Job satisfaction	0.658	180	significance

Significance 0.01 level

From table 3, the value of coefficient of correlation 'r' came out to be 0.658 which indicates that there is a Positive and significant correlation between *well-being and job satisfaction of government and private secondary school*



teachers, which is significant at 0.01 level. Thus the null hypothesis “There will be no significant relation between well-being and job satisfaction is rejected. It means positive relation between psychological well-being and job satisfaction.

Chart. 1

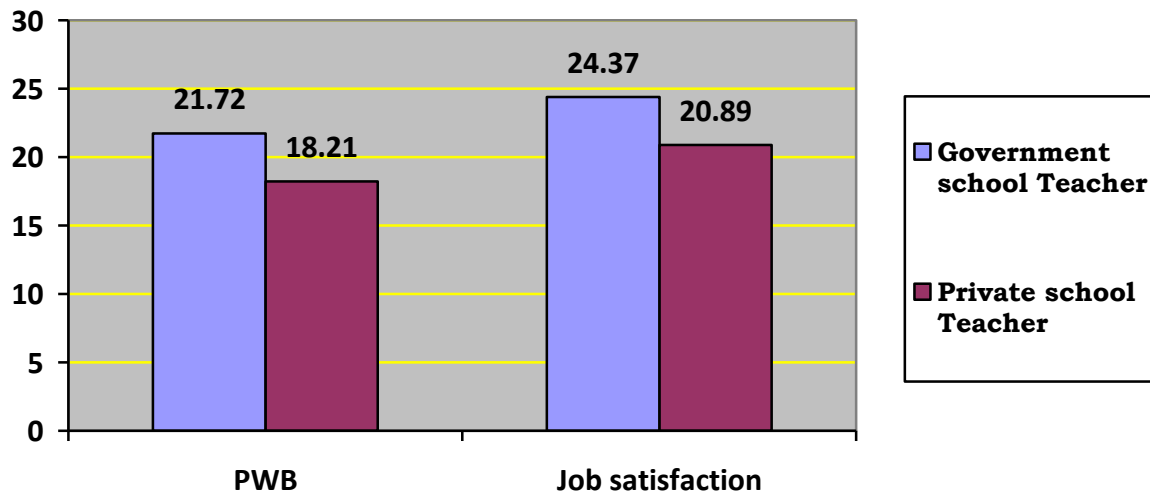
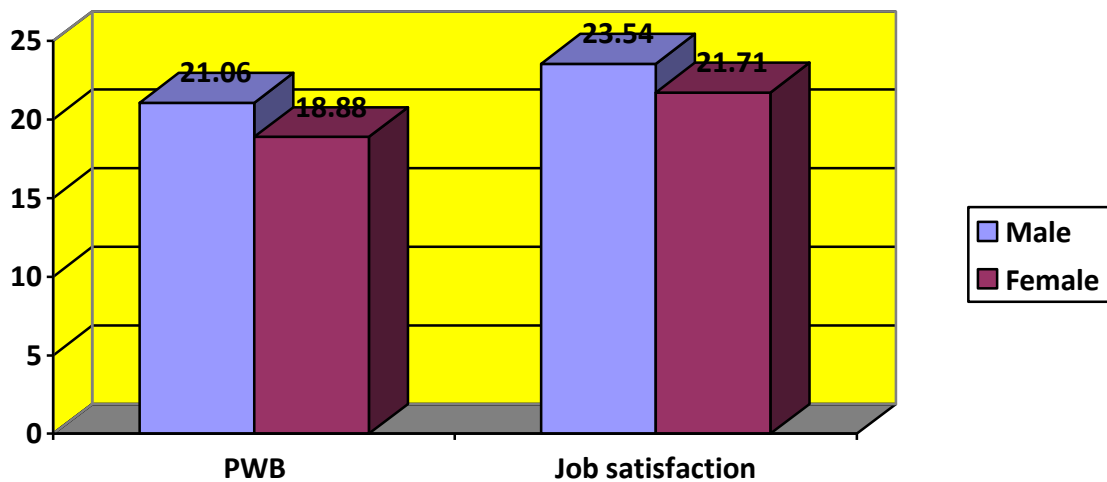


Chart.2



### ***Summary of the Finding:***

- ✓ Government higher secondary school Teacher's Psychological wellbeing and job satisfaction is higher than private higher secondary school Teacher.
- ✓ Male teacher's Psychological wellbeing and job satisfaction is higher than female Teachers.
- ✓ Positive and significant correlation between *well-being and job satisfaction of government and private secondary school teachers.*

### ***Limitation of the study:***

- The study was conducted in only Ahmedabad city (Gujarat) one of the most limitation of this study is small sample size of 180 government and private higher secondary school teachers. The finding made in the study may be biased participants in sample selection for this research random method was used. The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample.

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