

Psychological Well-being among Primary and Higher Secondary School Teachers

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ABSTRACT

The present study to the psychological well-being among primary and higher secondary school teachers. It also aimed to check psychological well-being with reference to types of school teachers and gender. The Psychological well-being Scale (PWBS) prepared by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012) was used. The sample constituted total 120 school teachers out of which 60 were from primary school teachers (30 male and 30 female) and 60 from higher secondary school teachers (30 male and 30 female). The data was collected from various schools of Gujarat State. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is no significant difference between the mean score of the psychological well-being among primary and higher secondary school teachers. Therefore it could be said that, the primary school teachers is having good psychological well-being than higher secondary school teachers, (2) There is no significant difference between the mean score of the psychological well-being among male and female school teachers and (3) There is no significant difference between interactive effect of the mean score of the psychological well-being among types of school teachers and gender.

Keywords: *Psychological well-being, primary and higher secondary school teachers, Male and Female*

The dawn of the 21st century, the education of the young to take up the challenges of the new millennium has assumed great importance. The young today are facing a world in which communication and information revolution has led to changes in all spheres: scientific, technological, political, economic, social and cultural. To be able to prepare our young people face the future with confidence, purpose and responsibility, the crucial role of teachers cannot be overemphasized.

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is

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supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. Westwood, P., 2008) In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

Well-being is one of the most important goals which individuals as well as societies strive for. The term denotes that something is in a good state. It doesn't specify what the 'something' is and what is meant by 'good'. Well-being can be specified in two ways: first by the specifying the 'what' and secondly by spelling out the criteria of wellness.

Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively, hence the emphasis is on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/ physiological conditions.

According to Diener and Smith (1999), Psychological or subjective well-being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well-being (e.g, joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g., guilt, shame, sadness, anxiety, worry, anger, stress, depression) (c) life satisfaction (global evaluation of one's life) and (d) domain or situation satisfaction (e.g work , family, leisure, health, finance, self.

The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined 'wellness' as not sick, as an absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, self-esteem, positive affect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension , and general efficiency (Bhogle and Prakash, 1995).

According to Cloninger (2008), well being can be assessed by four methods.

1. Presence of positive emotions and absence of negative emotions.
2. Mature character traits, including self-directed, cooperativeness and self-transcendence.
3. Life satisfaction or quality of life.
4. Character strength and virtues, such as hope, compassion and courage (Peterson & Seligman, 2004). Cloninger, (2008) has further stressed that "a person cannot feel good (as measured by positive emotions and life satisfaction) without doing good (as measured by maturity of character, and virtuous conduct).

Ryff (1989) critiqued research on the subjective well-being for its improvised theoretical basis. Based on the critique, Ryff (1989) has developed an alternative approach of well-being i.e., psychological well-being. She provided and operationalise six –theory guided dimension of psychological well-being including autonomy, environmental mastery, positive relations with others, purpose in life, personal growth and self acceptance (Ryff,1989; Baum,1998; Lupton ,1995; seedhouse,1986,1997; WHO,1998b) These six-dimensions are summarized below;

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1. Autonomy;
2. Environmental mastery :
3. Positive relations with others:
4. Purpose in life :
5. Personal growth :
6. Self acceptance :

Dimensions of psychological well-being indicate the challenges that individuals encounter as they strive to function fully and realize their unique talents (Keyes'2006).

Chan (2012) investigated the relationship between gratitude and forgiveness and psychological well-being among teachers. Regarding to the result of this study, gratitude and forgiveness correlated remarkably with each other as well as with meaningful-life orientation and psychological well-being.

Stanculescu (2014) examined psychological predictors and mediators of teacher's subjective well-being. The findings of his study enhanced the understanding of personal factors associated with teacher's subjective well-being. The constructs linked to subjective well-being promote school psychologists' interventions for better school teaching performance.

Objective

The objectives are:

1. To know whether psychological well-being is more among primary and higher secondary school teachers.
2. To know whether there is any difference among the psychological well-being among the male and female school teachers.

METHODOLOGY

Hypothesis

1. There will be no significant difference between the mean score of the psychological well-being among primary and higher secondary school teachers.
2. There will be no significant difference between the mean score of the psychological well-being among male and female school teachers.
3. There will be no significant difference between interactive effect of the mean score of the psychological well-being among types of school teachers and gender.

Sample

The sample of the present study constituted total 120 school teachers out of which 60 were from primary school teachers (30 male and 30 female) and 60 from higher secondary school teachers (30 male and 30 female).

Research Design

A total sample of 120 school teachers equally distributed between types of school teachers and gender from various primary and secondary school teachers of Gujarat State selected for the research study.

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Showing the table of Sample Distribution

Gender	Types of School Teachers		Total
	Primary	Higher Secondary	
Male	30	30	60
Female	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Types of School Teachers** : Primary and Higher Secondary Schools Teachers.
2. **Gender** : Male and Female.

Dependent Variable : Psychological well-being Score.

Tools

Psychological Well-being Scale (PWBS) by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012). The test contains 50 items related to following five dimension namely (1) Satisfaction (2) Efficiency (3) Sociability (4) Mental Health and (5) Interpersonal Relations. The scale was validated against the external criteria and coefficient obtained was 0.94. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90.

Procedure

The permission was principals from various primary and higher secondary schools for data collection in Gujarat State after the establishment of rapport, personal information and the 'Psychological Well-being Scale (PWBS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table : 1 The Table showing sum of variance mean 'F' value and level of significance of types of school teachers and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	2832.41	4.05	0.05
SS _B	1	170.41	0.24	N.S.
SS _{A*B}	1	57.41	0.08	N.S.
SS _{Error}	116	81182.77	—	—
SS _{Total}	119	84242.99	—	—

A = Types of School Teachers, B = Gender
 A₁ = Primary School Teachers. B₁ = Male
 A₂ = Higher Secondary School Teachers B₁ = Female.

Table: 2 The Table showing the Mean Score of psychological well-being among primary and higher secondary school teachers.

	A (Types of School Teachers)		'F' value	Sign.
	A ₁ (Primary)	A ₂ (Higher Secondary)		
M	194.85	185.13	4.05	0.05
N	60	60		

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The above table no.2 shows the mean score of psychological well-being among primary and higher secondary school teachers. The mean score of primary school teachers is 194.85 and higher secondary school teachers is 185.13. The 'F' value is 4.05, which was found to be significant level at 0.05. It should be remembered here that, according to scoring pattern, higher score indicate higher psychological well-being. Thus from the result it could be said that, the primary school teachers is having good psychological well-being than higher secondary school teachers. Therefore the hypothesis no.1 that, "There is no significant difference between the mean score of the psychological well-being among primary and higher secondary school teachers" is rejected.

Table : 3 The Table showing the Mean Score of psychological well-being among male and female school teachers.

	B (Gender)		'F' value	Sign.
	B ₁ (Male)	B ₂ (Female)		
M	188.80	191.18	0.24	N.S.
N	60	60		

The above table no.3 shows the mean score of psychological well-being among male and female school teachers. The mean score of male school teachers is 188.80 and female school teachers is 191.18. The 'F' value is 0.24, which was found to be not-significant level at 0.05. Therefore the hypothesis no.2 that, "There is no significant difference between the mean score of the psychological well-being among male and female school teachers" is accepted.

Table : 4 The Table showing the interactive effect of the Mean Score of psychological well-being among types of school teachers and gender.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	192.97	184.63	0.08	N.S.
		B ₂	196.73	185.63		
N			80	80		

The above table shows the interactive effect of the psychological well-being of the types of school teachers and gender. The result was found to be significant from table no.4 shows that 'F' value 0.08 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to psychological well-being, type of school teachers and gender. The mean score is 192.97 for the male primary school teachers, the mean score is 196.73 for the female primary school teachers, the mean score is 184.63 for the male higher secondary school teachers, and the mean score is 185.63 for the female higher secondary school teachers. Therefore the hypothesis no.3 that, "There is no significant difference between interactive effect of the mean score of the psychological well-being among types of school teachers and gender" is rejected.

CONCLUSION

1. There is no significant difference between the mean score of the psychological well-being among primary and higher secondary school teachers. Therefore it could be said that, the primary school teachers is having good psychological well-being than higher secondary school teachers.
2. There is no significant difference between the mean score of the psychological well-being among male and female school teachers.
3. There is no significant difference between interactive effect of the mean score of the psychological well-being among types of school teachers and gender.

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Conflict of Interest

The author declared no conflict of interests.

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