

Psychological Well-being among Granted and Non-Granted School Teachers

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ABSTRACT

The present study aimed to know the psychological well-being among granted and non-granted school teachers. It also aimed to check psychological well-being with reference to types of school and level of experience. The Psychological well-being Scale (PWBS) prepared by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012) was used. The sample constituted total 160 employees out of which 80 were from types of school (40 grantable and 40 non-grantable) and 80 from level of teaching experience (1 to 5 years and More than 6 years). 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 grantable and non-grantable school teachers, (2) There is no significant difference between the mean score of the psychological well-being among level of teaching experience having 1 to 5 years and more than 6 years, and (3) The level of experience of more than 6 years in grantable school teachers is having good psychological well-being than level of experience of more than 6 years in non-grantable school teachers.

Keywords: *Psychological well-being, Grantable and Non-Grantable School Teachers*

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 word 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 nut not dependent upon the physical/ physiological conditions.

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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;

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

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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.

Fatemeh Salimirad & Srimathi, N. L. (2016) have studied the regarding to current study's results, occupational self-efficacy and psychological well-being have been found as a facilitator that affect teachers' performance in the educational field. However, the current study suggests that educational organizations should concentrate on some psychological aspects of teachers' personality, their occupational self-efficacy and psychological well-being. Giving a consideration to such psychological aspects will be helpful for better educational outcome. The finding of the study supported the evidence to focus on teachers' psychological aspects, reinforce them and encourage them as human resource trainers of society. In that case, both occupational self-efficacy and psychological well being can be mentioned as moderators in the educational organizations.

Objective

The objectives are:

1. To know whether psychological well-being is more among grantable and non-grantable school teachers.
2. To know whether there is any difference among the psychological well-being among level of experience i.e. 1 to 5 years and More than 6 years.

METHODOLOGY

Hypothesis

1. There is no significant difference between the mean score of the psychological well-being among grantable and non-grantable school teachers.
2. There is no significant difference between the mean score of the psychological well-being among level of teaching experience having 1 to 5 years and more than 6 years.
3. There is no significant difference between interactive effect of the mean score of the psychological well-being of types of school and level of experience.

Sample

The sample of the present study constituted total 160 employees out of which 80 were from types of school (40 grantable and 40 non-grantable) and 80 from level of teaching experience (1 to 5 years and More than 6 years).

Research Design

A total sample of 160 school teachers equally distributed between types of school and level of experience from various grantable and non-grantable schools of Gujarat State selected for the research study.

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Showing the table of Sample Distribution

Level of Teaching Experience	Types of School		Total
	Grantable	Non-Grantable	
1 to 5 years	40	40	80
More than 6 years	40	40	80
Total	80	80	160

Variable

Independent Variable

1. **Types of School** : Grantable and Non-Grantable Schools.
2. **Level of Teaching Experience** : 1 to 5 years and More than 6 years.

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 granted from various grantable and non- grantable 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 and level of teaching experience.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	608.40	1.87	N.S.
SS _B	1	10.00	0.03	N.S.
SS _{A*B}	1	1288.23	3.96	0.05
SS _{Error}	156	325.52	—	—
SS _{Total}	159	52686.97	—	—

A = Types of School,

A₁ = Grantable School.

A₂ = Non-Grantable School

B = Level of Teaching Experience

B₁ = 1 to 5 years

B₂ = More than 6 years.

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Table : 2 The Table showing the Mean Score of psychological well-being of Grantable and Non- Grantable School Teachers.

	A (Types of School)		'F' value	Sign.
	A ₁ (Grantable)	A ₂ (Non-Grantable)		
M	198.71	194.81	1.87	N.S.
N	80	80		

The above table no.2 shows the mean score of psychological well-being among grantable and non-grantable school teachers. The mean score of grantable school teachers is 198.71 and non-grantable school teachers is 194.81. The 'F' value is 1.87, which was found to be not-significant level at 0.05. The hypothesis no.1 that, "There is no significant difference between the mean score of the psychological well-being among grantable and non-grantable school teachers" is accepted.

Table : 3 The Table showing the Mean Score of psychological well-being of level of teaching experience of school teachers.

	B (Level of Teaching Experience)		'F' value	Sign.
	B ₁ (1 to 5 years)	B ₂ (More than 6 years)		
M	196.51	197.01	0.03	0.01
N	80	80		

The above table no.3 shows the mean score of psychological well-being of level of teaching experience of school teachers. The mean score of level of teaching experience of 1 to 5 years is 196.51 and level of teaching experience of less than 6 years is 197.01. The 'F' value is 0.03, 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 level of teaching experience having 1 to 5 years and more than 6 years" is accepted.

Table : 4 The Table showing the interactive effect of the Mean Score of psychological well-being of types of school and level of teaching experience.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	195.63	197.40	3.96	0.05
		B ₂	201.80	192.23		
N			80	80		

The above table shows the interactive effect of the psychological well-being of the types of school and level of teaching experience. The result was found to be significant from table no.4 shows that 'F' value 3.96 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to psychological well-being. The mean score is 195.63 for the grantable school teachers of 1 to 5 years teaching experience, the mean score is 201.80 for the grantable school teachers of less than 6 years teaching experience, the mean score is 197.40 for the non-grantable school teachers of 1 to 5 years teaching experience, and the mean score is 192.23 for the non-grantable school teachers of

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more than 6 years teaching experience. 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 level of experience of more than 6 years in grantable school teachers is having good psychological well-being than level of experience of more than 6 years in non-grantable 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 of types of school and level of experience” is rejected.

CONCLUSION

1. There is no significant difference between the mean score of the psychological well-being among grantable and non-grantable school teachers.
2. There is no significant difference between the mean score of the psychological well-being among level of teaching experience having 1 to 5 years and more than 6 years.
3. The level of experience of more than 6 years in grantable school teachers is having good psychological well-being than level of experience of more than 6 years in non-grantable school teachers.

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Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

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