

Psychological Well-Being and Job Satisfaction among Teachers

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ABSTRACT

When teachers are satisfied with their job, they can execute their responsibilities with more focus, dedication and commitment. The purpose of this study was to examine the relationship of job satisfaction and psychological well-being among school and college teachers. Using data collected from 58 teachers (28 school teachers and 30 college teachers), relationship of psychological well-being and job satisfaction was assessed and then analyzed using Pearson correlation and independent sample t-test. It was found that there was a statistically significant relationship between psychological well-being and job satisfaction among teachers. There was a significant relationship in psychological well-being between school teachers and college teachers. There was a significant relationship in job satisfaction between school teachers and college teachers. However, this study suggests certain strategic actions for improving levels of psychological well-being and job satisfaction in teachers.

Keywords: *Psychological Well-Being, Job Satisfaction, School Teachers, College Teachers*

The competitive conditions of today's global world is putting workers under a great deal of stress. Consequently, this stress influences their Psychological Well-Being (PWB) and Job Satisfaction (JS). School and college teachers, as workers, also feel the effects of this stress, which influences their psychological well-being and job satisfaction.

Psychological Well-Being

The notion of well-being within positive mental health studies is a compound construct with two main approaches: subjective well-being and psychological well-being. The subjective well-being (SWB) approach emphasized on the hedonic aspect of well-being, which is the pursuit of happiness through experiences of pleasure and enjoyment, while the psychological well-being (PWB) approach emphasized on eudaimonic well-being, which is the fulfillment of human potential through experiences of meaning and purpose.

Understanding teachers' PWB levels is necessary for protecting the teacher's psychological health and for their personal and professional development. The background of the study shows that there is an extensive gap of assessing psychological well-being of teachers at higher education level. It is necessary to assess and compare psychological wellbeing of

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teachers, especially in higher education institutions, which has been given comparatively not as much of importance by the researchers (Parsons & Brown, 2002).

Job Satisfaction

According to Locke (1976), job satisfaction is a positive or congenial emotional state ensuing from a person's assessment of his/ her own job. A distinguished quality teaching staff is the cornerstone of a successful system. For the enhancement of quality teachers, one has got to identify the factors related with/to it. Job satisfaction is one among those significant factors. Teachers' JS is one among the key elements in institutional dynamics and was typically taken into consideration to be primary dependent variable in terms of which effectiveness of an organization's human resource is evaluated.

Most of the research studies done on job satisfaction is associated to management of industrial and business organizations. The study on job satisfaction of school and college teachers is not many. Hence, more research is required to be done on job satisfaction and psychological well-being in school and college teachers, if we are concerned in providing quality education to students at both school and college levels. This research study is hoping to contribute to that extent.

REVIEW OF LITERATURE

Psychological well-being (PWB) is an imperative issue of trepidation in educational settings. Educators are more enthused and dedicated to perform a job and also more gratified if promotion opportunities are offered to them. In a study, it was found that job attributes such as salary, promotional possibilities, task lucidity and importance, and skills employment, as well as organizational attributes such as dedication and liaison with supervisors and colleagues have considerable consequences on job satisfaction (Ting, 1997). Blum and Naylor (1968), observed that job satisfaction is the outcome of several attitudes retained by an employee. It implies that their attitudes are correlated to their job and are associated with certain aspects such as salary, management, stability of the job, prospects for development, acknowledgement and appreciation of abilities, fair assessment of work, social relations on job, and fair conduct by employer and related other such factors. A seminal study of job satisfaction by Hoppock (1935) showed that discontent with remuneration was the most central basis for voluntary estrangement across an extensive group of occupations. Khan & Khan (2011) inferred those various personnel characteristics such as age, salary, experience, marital status and educational qualification significantly influence employees' job satisfaction.

METHODOLOGY

The study has used the correlation design with quantitative analysis. The correlation was used to find out the relationship of psychological well-being and job satisfaction among teachers. The population of this study consists a total of 58 respondents, 28 school teachers and 30 college teachers, from India.

Objectives

- To check whether there is a relationship between Psychological well-being and Job Satisfaction among school and college teachers.
- To check whether there is a difference in Psychological well-being between school and college teachers.

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- To check whether there is a difference in Job Satisfaction between school and college teachers.

Hypotheses

H01: There is no significant relationship between psychological well-being and job satisfaction among teachers.

H02: There is no significant difference in psychological well-being between school teachers and college teachers.

H03: There is no significant difference in job satisfaction between school teachers and college teachers.

Sample

The sample of this study comprised of 58 teachers, 28 school teachers and 30 college teachers, from various parts of India. Convenience sampling was used for collecting the sample, which is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

Tools used for the study

1. **Socio-demographic data sheet:** The socio-demographic data sheet includes information such as name, age, and gender.
2. **Job Satisfaction Scale:** Job Satisfaction Scale by Singh and Sharma (1986) was used to assess the job satisfaction of school and college teachers, which is a 5 point likert scale with 30 items. The test-retest reliability works out to be 0.978. The scale compares itself favourably with Muthayya's job-satisfaction questionnaire giving a validity coefficient of .743. The TI coefficient of correlation was 0.812 (N=52).
3. **PGI General Well Being Scale:** PGI General Well Being Scale by Verma and Verma (1989) was used to assess the psychological well-being of school and college teachers, which is a 20 item scale. The test-retest reliability was measured by Kuder Richardson correlation –20 formula and was found to be .98, to have satisfactory validity and highly significant reliability. Gutman's Split-half reliability coefficient on the total was 0.86 (ten items in part one = 0.76 and ten items in part two = 0.78). The scale was correlated significantly with Bradbuff scale and general satisfaction level rating.

Statistical Techniques

- **Pearson Correlation:** This parametric test was used to check the strength of the relationship between two variables, which are psychological well-being and job satisfaction in this study.
- **Independent Sample t-test:** This test was used to check whether there is a significance of difference statistically between two sets of data, which are psychological well-being and job satisfaction among school and college teachers in this study.

Procedure

Informed consent was obtained from all the respondents before collecting the data. Two questionnaires regarding the psychological well-being and job satisfaction were administered to them along with the socio-demographic data sheet. The scale was administered to the participants through Google Forms. The respondents were given assurance based on the ethical guidelines of this study as well.

RESULTS AND DISCUSSION

The data that was gathered from the participants were scored and their descriptive statistics were calculated.

H01: There is no significant relationship between psychological well-being and job satisfaction among teachers.

In order to test the above hypothesis, the mean scores obtained on school and college teachers on psychological well-being and job satisfaction was computed apart from the computation of SD. Further, the significance of the relationship between psychological well-being and job satisfaction was computed using Pearson correlation test which yielded the following.

Table 1: Correlation between psychological well-being and job satisfaction among teachers

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i>
JS	58	68.48	11.850	.357**	.006
PWB	58	11.24	6.372		

*Note: JS=Job Satisfaction, PWB=Psychological Well-Being, **p<0.01*

An analysis of the above table indicates that there were 58 teachers. The mean score of the teachers for job satisfaction was found to be 68.48, while that for psychological well-being was 11.24. While in terms of standard deviation, job satisfaction had 11.850 and psychological well-being had 6.372. In order to see whether there was a significant relationship between psychological well-being and job satisfaction among teachers, the scores were subjected to Pearson correlation test, which yielded the person correlation coefficient ‘r’ as .357, which was statistically significant at 0.01 level. Therefore, the null hypothesis was rejected which means that there was a significant relationship between these two variables.

H02: There is no significant difference in psychological well-being between school teachers and college teachers.

In order to test the above hypothesis, the mean scores obtained on school teachers and college teachers on psychological well-being was computed apart from the computation of SD and SE. Further, the significance of the difference between mean scores of the two groups was computed using “t” test which yielded the following.

Table 2: Independent Sample t test for the difference in psychological well-being between school teachers and college teachers

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
CT	30	10.13	5.952	1.382	56	.173
ST	28	12.43	6.697			

Note: CT=College Teachers, ST=School Teachers

An analysis of the above table indicates that there were 58 teachers among which 30 were college teachers and 28 were school teachers. The mean score of college teachers on psychological well-being was found to be 10.13, while that for school teachers was 12.43. Apparently, school teachers had a higher level of psychological well-being when compared

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to college teachers. While in terms of standard deviation, college teachers had 5.952 and school teachers had 6.697. In order to test the obtained mean difference for their statistical significance, the scores were subjected to independent sample t test and it was found to be 1.382, which was statistically significant. Therefore, the null hypothesis was rejected. It means that there was a significant difference in psychological well-being between school teachers and college teachers.

H03: There is no significant difference in job satisfaction between school teachers and college teachers.

In order to test the above hypothesis, the mean scores obtained on school teachers and college teachers on job satisfaction was computed apart from the computation of SD and SE. Further, the significance of the difference between mean scores of the two groups was computed using “t” test which yielded the following.

Table 3: Independent Sample t test for the difference in job satisfaction between school teachers and college teachers

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
CT	30	68.47	10.976	.011	56	.992
ST	28	68.50	12.926			

An analysis of the above table indicates that there were 58 teachers among which 30 were college teachers and 28 were school teachers. The mean score of college teachers on job satisfaction was found to be 68.47, while that for school teachers was 68.50. Apparently, school teachers had a slightly higher level of job satisfaction when compared to college teachers. While in terms of standard deviation, college teachers had 10.976 and school teachers had 12.926. In order to test the obtained mean difference for their statistical significance, the scores were subjected to independent sample t test and it was found to be .011, which was statistically significant. Therefore, the null hypothesis was rejected. It means that there was a significant difference in job satisfaction between school teachers and college teachers.

CONCLUSION

In addition to professional skills, the teaching profession entails more commitment and compassion, and also supervise, improve, organize, and continually appraise the formation of human attributes needed of tomorrow.

In conclusion, it was apparent from the analysis of the results that psychological well-being and job satisfaction had a statistically significant relationship on school and college teachers. However, school teachers had slightly high level of psychological well-being and job satisfaction than college teachers. This specifies that the administration of their respective institutions must bring forth various programmes to increase psychological well-being and job satisfaction of the teachers in order for them to be more focused and bring quality in teaching the students.

Implications and Suggestions

The findings of this study could have practical implications for institutions striving to enhance psychological well-being and job satisfaction of teachers. The statistically significant relationship found between psychological well-being and job satisfaction among

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teachers, imply that endeavors to increase levels of these variables may help teachers to provide much more quality education to their students.

Even though there are three main factors that affect job satisfaction, which are intrinsic, extrinsic and demographic factors, academics seem to evaluate intrinsic factors the most. In depth analysis of various aspects of psychological well-being and job satisfaction are required, only then the importance of work attributes like autonomy, job enhancement, and other such factors can be identified which are responsible for enhancing psychological well-being and job satisfaction of teachers.

With reference to the findings of this study, it could be suggested that professional emphasis should be offered more competently, in order to enhance the psychological well-being and job satisfaction of the teachers. The efforts taken and work done by commendable teachers should be accorded due appreciation as well as financial and non-financial rewards. Improving the income level and providing lucrative compensation could be offered as a suggestion to increase the levels of psychological well-being and job satisfaction among teachers.

Limitations and Future Research

The initial qualitative stage was centered on a very limited sample of teachers, thus limiting the generalization of the results. Nonetheless, given the similarities with previously accessible models of psychological well-being and job satisfaction, the acknowledged expositions of these variables maybe pertinent in larger populations, but this remains to be verified and analyzed.

There are very few studies on psychological well-being and job satisfaction of college or higher education teachers and hence more research may be done on the factors affecting these variables among this population. To improve teachers' psychological well-being and job satisfaction levels, further research is required to focus on enhancing intervention programs and on the effectiveness of these programs. Also, a cross cultural study may be conducted to understand and evaluate the psychological well-being and job satisfaction of school teachers and college teachers across different cultures.

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Conflict of Interest

The author(s) declared no conflict of interest.

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