

Psychological Well-Being in Relation to Life Satisfaction of Secondary School Teachers

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Abstract : This research paper explored psychological well-being concerning the life satisfaction of teachers at the secondary level. Psychological well-being was measured by the scale developed by D. S. Sisodia and Pooja Choudhary. The Psychological well-being scale consists of 50 items divided into five dimensions— I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, V. Interpersonal Relation. The life satisfaction of teachers was measured by the Life Satisfaction Scale (LSS) developed and standardized by Kumar and Dhyani. This scale consists of 54 items in five dimensions—I. Mental, II. Job, III. Social, IV. Marital, V. Family. The coefficient of correlation between the variables indicated that there is a significant positive relationship between the psychological well-being and life satisfaction of secondary school teachers.

Index Terms - Psychological Well-being, Life Satisfaction, Secondary School Teachers.

I. INTRODUCTION

Psychological well-being may be defined by the proper functioning of the psychological system. Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudaimonic perspective) (Deci & Ryan 2008). The World Health Organization defined health as not only the absence of illness but a complete state of mental, physical, and social well-being (World Health Organization, 1948). Therefore, this provided the concept that psychological well-being means to positive mental health. It is an important variable that affects the life and actions of an individual. It also has an impact on the life satisfaction of an individual.

Life satisfaction is a long-term feeling based on achieving lifelong goals. Life satisfaction is strongly associated with self-reported mental health. Life satisfaction is necessary for good mental health and in response to it, good mental health is related to psychological wellbeing.

This study is intended to explore the correlation between psychological well-being and life satisfaction among secondary school teachers. Psychological well-being and life satisfaction are important variables that affect the actions of individuals. If a teacher is satisfied and mentally strong then he can deliver his best.

The study considers five dimensions of psychological well-being. These are – I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, V. Interpersonal Relation. The life satisfaction of teachers involves a favorable attitude toward one's life—rather than an assessment of current feelings. The present study involves five areas of an individual's life i.e. I. Mental, II. Job, III. Social, IV. Marital, V. Family. Through these five areas, the life satisfaction of an individual is measured in the study.

II. REVIEW OF RELATED LITERATURE

Borg and Riding (1991) studied stress in teaching concerning job satisfaction and career commitment among primary school teachers and identified four factors related to stress viz. pupil misbehavior', 'time/ resource difficulties', 'professional recognition needs' and 'poor relationships'. These affect the well-being of teachers. The findings of the study also indicated that teachers who reported greater stress were less satisfied with their jobs and less committed to choosing a teaching career where were they to start life over again. Moreover, the association between the general measure of job stress and the stress due to each of the four stress factors was strongest for 'pupil misbehavior' and 'time/resource difficulties'. Of the four factors, 'professional recognition needs' had the strongest inverse relationship with job satisfaction and career commitment.

Ercan and Mehmet (2009) studied the life satisfaction levels of the teachers working in primary education. The findings of the study indicated that the life satisfaction of teachers differed significantly concerning the gender of teachers. The study further reported that there existed no significant difference in life satisfaction concerning the educational status of the teachers.

Spilt et al. (2011) studied teacher well-being and the importance of teacher-student relationships and emphasized that individual teacher-student relationships may affect the professional and personal self-esteem of teachers.

Ahan et al. (2012) studied the self-efficacy and life satisfaction levels of students receiving education in schools of physical education and sports. The findings of the study were that female students have higher life satisfaction levels than male students, while students attending the second grade had higher life satisfaction levels than fourth-grade students. On the other hand, the general self-efficacy levels of male students were found to be higher than those of female students. It was also determined that students attending the fourth grade had higher general self-efficacy levels than those receiving education in the first grade. A significant relation was indicated between life satisfaction levels and self-efficacy levels.

Akbari (2012) examined stress and life satisfaction among working and non-working women and reported that there was a significant difference in physical and family stress among the women. The study also indicated that stress was significantly higher among working women than non-working women. Further, the life satisfaction of working women was better than non-working women.

Gibbs and Miller (2014) studied teachers' resilience and well-being through the role of educational psychology and noted that children's behavior could be the source of stress and challenge their resilience in the face of stress. Without the support of peers, managers, and leaders, the morale and motivation of teachers may be adversely affected. As a result, teachers may feel increasingly isolated and ineffective. Such feelings may be significant in precipitating moving out of the teaching profession. There are, then, at least three potentially serious consequences of this loss of resilience: for the teacher ill-health and time absent from work; for the children a less well-managed learning environment; and for the employer, a loss in the investment in the training and intrinsic value of good teachers. The study concluded that applied psychologists have contributed to the professional well-being and resilience of teachers.

III. THE OBJECTIVE OF THE STUDY

To study the relationship between psychological well-being and life satisfaction of teachers at the secondary level.

IV. HYPOTHESIS OF THE STUDY

There exists no significant relationship between psychological well-being and the life satisfaction of teachers at the secondary level.

V. DELIMITATION OF THE STUDY

1. The research was delimited to ten Private Secondary Schools in Ghaziabad.
2. The study was delimited to 100 teachers.
4. This research study was delimited to the psychological well-being and life satisfaction of teachers as measured by the tools used in the study.

VI. METHODOLOGY OF THE STUDY

In the present study, the descriptive survey method was used.

VII. SAMPLE OF THE STUDY

In the present study, ten Private Secondary Schools were chosen purposively from different regions of Ghaziabad. From each school, ten secondary school teachers were chosen randomly. The total sample consisted of a hundred senior secondary school teachers.

VIII. RESEARCH TOOLS USED

Psychological well-being was measured by the psychological well-being Scale (PWBS) developed by D. S. Sisodia and Pooja Choudhary.

Life Satisfaction was measured by the Life Satisfaction Scale (LSS) developed and standardized by Pramod Kumar and Jayshree Dhyani.

IX. SCORING PROCEDURE

The psychological well-being scale consists of fifty statements. All statements are positive. It is a five-point Likert-type rating scale. Items were scored 5 to 1 viz. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree. The sum of marks is obtained for the entire scale. The higher the score more the well-being. The range of the tool was 50-250. Scoring in Terms of Levels/Categories of psychological well-being is provided in the manual. The class interval for each level is: Very Low- 50-58, Low- 58-83, Medium- 83-217, High- 217, 242, Very High- 242-250.

The Life Satisfaction Scale is a self-administering scale. There were 54 highly discriminatory items on the scale. Out of these 54 items, 45 items were positive statements, and items 09 were negative statements. This scale is a 3-point rating scale viz., true, partially true, and false. The scoring for positive statements was done as 1= false, 2= partially true, 3= true, and for negative items, scores were reversed. The total of the scores on all 54 items become the life satisfaction scores of the respondents.

X. COLLECTION OF DATA

The data for the research was collected by administering the questionnaires to the selected teachers as per the instructions in the manual.

XI. STATISTICAL TECHNIQUES USED

Karl Pearson's Product Moment correlation was used to find out the relationship between psychological well-being and life satisfaction of secondary school teachers.

XII. RESULTS AND DISCUSSION

Results of Descriptive/Inferential Statics of Study Variables

Table 1: Coefficient of correlation between the Psychological Well-being and Life Satisfaction of secondary school teachers

Variable	No.	df	'r'- Calculate Value	Table Value (r)	Result
Psychological Well-being	100	98	0.35	0.197 (at 0.05 level)	Significant
Life Satisfaction					

Table 1 displayed coefficient of correlation as 0.35 which is more than the table value of 'r' at 0.05 level of significance. Therefore, the coefficient of correlation between psychological well-being and Life Satisfaction is significant. The null hypothesis can not be accepted. This indicates that there exists a significant positive relationship between psychological well-being and life satisfaction of teachers at secondary level. It shows that the teachers who are happy and content with their life are also content with their life. More such studies need to be conducted to generalize the findings. The result of the study is supported by the previous studies by Ercan and Mehmet (2009).

XIII. EDUCATIONAL IMPLICATIONS

School principals and administrators must work towards the psychological well-being of their existing teachers as their well-being leads to life satisfaction. The present study indicated a positive relationship between the psychological well-being of teachers and their life satisfaction. Therefore, educational policymakers must devise strategies through which they can raise the psychological well-being of their teachers. Well-being of teachers depend on factors like work stress, school environment, job satisfaction etc., therefore, schools must ensure that teachers get motivated and satisfying school environment.

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