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A STUDY OF PSYCHOLOGICAL WELL-BEING OF SECONDARYSCHOOL TEACHERS OF JAIPUR

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Abstract

The purpose of this study was to compare secondary school teachers' levels of well-being. A sample of 150 secondary school teachers from various Jaipur government and private schools (Government = 75, Private = 75) was selected for this study. Dr. Sisodia and Choudhary (2012) administered the Psychological Well-Being Scale to each of the chosen individuals. The data was then examined using descriptive statistical techniques, with the t-ratio being the most widely used method. The results collected showed notable distinctions between secondary school instructors employed by the government and private schools. Teachers at private secondary schools had far higher mean scores on the characteristics of well-being related to sociability, mental health, and interpersonal relationships, but there was no significant difference between the two groups on the other dimensions, such as efficiency and satisfaction.

Keywords: Psychological well-being, satisfaction, efficiency, sociability, mental health and interpersonal relation

Introduction

It is well acknowledged that each person's appropriate growth and development depend on their health. However, according to Ryff and Singer (1998), the World Health Organisation (WHO), "a state of complete physical, mental, and social well-being and not merely the absence of disease or illness" is what constitutes health. In this context, "state of well-being in which the people are able to perform effectively and successfully and is able to make a contribution to their society" is what is meant to be understood by the word "health." The

universal phenomenon that indicates that life is excellent in everyone's life is well-being. "Well-being" also refers to a certain kind of goodness, such as enjoying life, coping with life, living in a decent environment, and being valuable to the world (Singh and Shyam, 2007). How each person and culture accomplish this aim is unique. The body, mind, and spirit are all involved in this process of human functioning, as stated by Archer, Probert, and Gauge (1987). It is a dynamic process that affects behaviours linked to health as well as social and psychological aspects. On the other hand, Levi (1987) defined well-being as a distinct viewpoint exemplified by a reasonable degree of congruity between an individual's ability, needs, and potential and the possibilities and demands of the environment. A novel definition of well-being in the current era is psychological well-being. Philosophical research has already examined psychological well-being. The idea of well-being began to spread to other disciplines as it gained prominence, particularly psychology. It's currently a well-known component of philosophy, much like psychology. Due to the prevalent discrepancies between the two major approaches to well-being—the hedonic approach and the eudemonics approach—there are many different interpretations and definitions of what constitutes well-being. The first is the hedonic approach, which emphasises enjoyment in life and describes wellbeing as the ability to experience pleasure and avoid misery. The second strategy, known as the eudemonic approach, is centred on human potential, performance in life, and purpose. Conversely, the notion of well-being in research on good mental health is a multifaceted construct that has two primary dimensions: psychological well-being and subjective well-being (Cenksever&Akbas, 2007). Hedonic measures, on the other hand, suggest subjective well-being, whereas eudemonic measures imply psychological well-being (Samman, 2007; Kallay&Rus, 2014). Psychological well-being pertains to an individual's assessment of their level of happiness on a regular basis, their level of contentment with their bodily and mental health, and their relationship to other psychosocial elements such as job or life satisfaction (Huppert, 2009). **Review of Related Literature**

- **Susana (2022)** studied on Emotional Intelligence, Psychological Well-Being and Burnout of Active and In-Training Teachers. The main activating variables of psychological well-being and Emotional Intelligence that influence teachers include the process of evaluating well-being, their motivation, and their ability to perceive and regulate sources of stress and burnout. The results showed that

enthusiasm for the teaching job is related to psychological well-being, especially domain of the environment and personal growth. Multiple regression analysis made it possible to establish a predictive model of well-being, showing that psychological well-being is the main adjustment predictor and/or the mismatch in the work of the teaching staff in both samples, through an adequate regulation of positive relationships, mastery of their environment and having a purpose in life.

- **Priambodo, Anung (2021)** studied on Correlation between Psychological Well-being and Satisfaction of Life on Physical Education Teachers. The results show that educational qualification is a variable that affects the satisfaction of life. Autonomy is one of the six dimensions of psychological wellbeing that is not related to satisfaction of life (while environmental mastery, personal growth, positive relations, purpose in life and self-acceptance were related to satisfaction of life. So it can be concluded that educational qualifications must be considered in examining the relationship between psychological well-being and life satisfaction.
- **Zakaria, Zawawi (2021)** studied the Teachers' well-being from the social psychological perspective. This study aims to examine well-being among teachers in National Secondary Schools (SMK) and Government Funded Religious Schools (SABK) based on the quality of teachers' working life such as psychological, social, political, and economic needs. The results of the study showed that the level of teachers' well-being is high. There were no differences regarding the level of teachers' well-being between SMK and SABK.

Objectives

1. To study the psychological well-being of governmentand private secondary school teachers.
2. To study the satisfaction of government and privatesecondary school teachers.
3. To study the efficiency of government and privatesecondary school teachers.
4. To study the sociability of government and privatesecondary school teachers.
5. To study the mental health of government and privatesecondary school teachers.
6. To study the interpersonal relations of government andprivate secondary school teachers.

Hypotheses

1. Government and private secondary school teachers donot differ significantly on the measure of psychologicalwell -being.
2. Government and private secondary school teachers donot differ significantly on the measure of satisfaction.
3. Government and private secondary school teachers donot differ significantly on the measure of efficiency.
4. Government and private secondary school teachers donot differ significantly on the measure of sociability.
5. Government and private secondary school teachers donot differ significantly on the measure of mental health.
6. Government and private secondary school teachers donot differ significantly on the measure of interpersonal relations.

Method

In the present research, the descriptive survey method was used. All the secondary school teachers of government andprivate schools of Jaipur considered as population for the present study. However, the sample for the present studyincluded 150 secondary school teachers (government = 75, private = 75) belong to various regions of Jaipur. Thedata was collected through random sampling technique andthen analyzed by using statistical techniques i.e. mean, standard deviation & t-ratio.

Tool

In the present research, Psychological Well-being Scale(PWBS-2012)developed by Dr. Devender Singh Sisodiaand PoojaChoudhary was used. The scale consisted of 50items and covered five dimensions, namely – satisfaction, efficiency, sociability, mental health and interpersonalrelations. The test retest reliability was found to be 0.87 and the overall consistency value of the scale was 0.90. PWBShas also a sufficient degree of content validity beside theexternal criteria and coefficient obtained was 0.94. The scores of each dimension were added separately to have thedimensional scores and the sum total of these scores gave the overall well-being score.

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Results

$H_0$1 - Government and private secondary school teachers do not differ significantly on the measure of psychological well -being.

Table 1

Difference inGovernment and PrivateSecondary School Teachers on the Measure of Well-being

Group	M	SD	t-value
Government Teachers	206.84	15.92	3.18*
Private Teachers	214.26	12.41	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

Table 1reveals that the mean scores of the two comparable groups i.e. government and private secondary schoolteachers on the measure of well-being are 206.84 and214.26 respectively. The standard deviation values are 15.92and 12.41 respectively. The obtained t-value is 3.18 which isfound to be significant at 0.01 level (2.62) on 148 df. This depicts that private school teachers scored higher meanscores on well-being as compared to government schoolteachers. In other words, teachers working in private schools have a better feeling of wellness than their counterpartgovernment school teachers. Hence, the hypothesis i.e. 'Government and privatesecondary school teachers do not differ significantly on themeasure of well-being' is rejected.

$H_0$2 - Government and private secondary school teachers do not differ significantly on the measure of satisfaction.

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Table 2
Difference inGovernment and PrivateSecondary School Teachers on the Satisfaction Dimension of Well-being

Group	M	SD	t-value
Government Teachers	42.57	4.27	1.01**
Private Teachers	41.89	3.95	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

Table 2 reveals that the mean scores of government and private secondary school teachers on the satisfactiondimension of well-being are 42.57 and 41.89 respectively.The standard deviation values are 4.27 and 3.95respectively. The obtained t-value is 1.01, which is not significantat 0.01 level(2.62) on 148 df. It reveals that the two groups do not differsignificantly on the measure of satisfaction. The findingsrelated to satisfaction dimension of well-being revealed nosignificant difference between government and privateschool teachers. Both the groups are equally satisfied,confident, optimistic outlook and take pleasure inperforming day to day activities. Hence, the hypothesis i.e. 'Government andprivate secondary school teachers do not differ significantly on the satisfaction dimension of well-being' is accepted.

$H_0$3 - Government and private secondary school teachers do not differ significantly on the measure of efficiency.

Table 3
Difference inGovernment and PrivateSecondary School Teachers on the Efficiency Dimension of Well -being

Group	M	SD	t-value
Government Teachers	43.19	3.06	1.07**
Private Teachers	43.67	2.37	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

Table 3 shows the mean comparison of government and private secondary school teachers on efficiency dimensionof well-being. The mean scores of government and privateschool teachers are 43.19 and 43.67 respectively. The calculated standard deviations are 3.06 and 2.37 for therespective groups. However, the obtained t-value is 1.07,which is not significant at 0.01 level(2.62) on 148 df. The obtained results show that thetwo groups do not differ significantly on the efficiency dimension of well-being. Therefore, the hypothesis i.e.'Government and private secondary school teachers do notdiffer significantly on the efficiency dimension of wellbeing' isaccepted.

$H_0$4 - Government and private secondary school teachers do not differ significantly on the measure of sociability.

Table 4

Difference inGovernment and PrivateSecondary School Teachers on the Sociability Dimension of Well -being

Group	M	SD	t-value
Government Teachers	40.68	4.57	3.11*
Private Teachers	43.28	5.62	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

Table 4 shows the mean scores of government and private secondary school teachers on thesociability dimension of well-being are 40.68 and 43.28respectively. Their respective standard deviations are 4.57and 5.62. The obtained t-value is 3.11, which is found to besignificant at 0.01 level(2.62) on 148 df. The findings revealthat two groups of secondary school teachers i.e.government and private secondary school teachers differsignificantly on the sociability dimension of well-being. Theprivate secondary school teachers obtained higher meanscores than their counterpart government school teachers.The findings points out that private school teacher are more social and helpful as compared to government

schoolteachers. Hence, the hypothesis i.e. 'Government andprivate secondary school teachers do not differ significantly on the sociability dimension of well-being' is rejected.

$H_0$5 - Government and private secondary school teachers do not differ significantly on the measure of mental health.

Table 5

Difference in Government and PrivateSecondary School Teachers on the Mental Health Dimension ofWell -being

Group	M	SD	t-value
Government Teachers	41.38	3.77	4.01*
Private Teachers	43.60	2.96	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

The results from table 5 show that the mean scores of the two comparable groups i.e. government and privatesecondary school teachers on the measure of mental healthare 41.38 and 43.60 respectively with their standard deviations of 3.77 and 2.96. The calculated t-ratio is equal to4.01, which is significant at 0.01level(2.62) on 148 df. Thisshows that the two comparable groups differ significantly onthe measure of mental health. The mean comparison reveals that private school teachers have better mental health thangovernment school teachers. So, it can be said that there isan impact of the type of school on the mental health of theteachers. Therefore, thehypothesis i.e. 'Government and private secondary schoolteachers do not differ significantly on the mental healthdimension of well-being' is rejected.

$H_0$6 - Government and private secondary school teachers do not differ significantly on the measure of interpersonal relations.

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Table 6

Difference inGovernment and PrivateSecondary School Teachers on the Interpersonal RelationsDimension of Well -being

Group	M	SD	t-value
Government Teachers	40.21	3.51	2.86*
Private Teachers	42.14	4.68	

df=75+75-2 = 148

*t value is significant at 0.01 level

**t value is no significant at 0.01 level

Interpretation

Table 6 reveals the mean scores of government and privatesecondary school teachers on the measure of interpersonal relations which are found to be 40.21 and 42.14respectively. Their respective standard deviations are 3.51and 4.68. The calculated t-ratio equals to 2.86, which is significant at 0.01 level(2.62) on 148 df. The obtainedfindings reveal that two comparable groups of secondary school teachers differ significantly on interpersonal relationsdimension of well-being. The findings indicate that privateschool teachers score higher mean scores on interpersonal relations dimension of well-being as compared togovernment school teachers. In other words, private secondary school teachers are more capable in maintaininggood relation with others and more cooperative than government school teachers. Hence, the hypothesis i.e.'Government and private secondary school teachers do notdiffer significantly on the interpersonal relations dimension of well-being' is rejected.

Conclusion

The study's results showed that there were notable differences between secondary school teachers in government and private schools in terms of sociability, mental health, and interpersonal relationships—three aspects of well-being. In the areas of sociability, mental health, and interpersonal relationships, private school instructors outperformed government school teachers in terms of mean scores. However, there is little difference between secondary school instructors in government and private schools in terms of their level of efficiency and satisfaction. These findings suggest that government school teachers' job

satisfaction is lower than that of private school instructors. The findings also indicated that secondary school instructors at private schools had higher overall well-being than teachers at public schools. This is because, the facilities, resources andthe environment provided to the private school teachers is much better than the government school teachers. The results also showed that if teachers' well-being rose, they would be better able to manage their responsibilities, which would immediately improve their effectiveness as instructors. In order for teachers to teach successfully, education administrators and legislators should work to improve the mental health and general wellbeing of government school instructors. Consequently, the study shows that in order for teachers to perform better and become much healthier, it is imperative that the working conditions and amenities at government schools be improved.

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