

**A STUDY OF THE EFFECT OF JOB SATISFACTION ON WELL-BEING OF  
SECONDARY SCHOOL TEACHERS**

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**Abstract**

The current study was aimed at studying the well-being of Government and Private Secondary School teachers in relation to Job Satisfaction. It was conducted on a sample of 600 (300 Male and 300 Female) teachers from districts of Punjab. The tools administered were (i) Well-being scale (WBS) by Preedasak and Dr. Asha Gupta (1997) and (ii) Job Satisfaction Scale (JSS) by Singh and Sharma (1986). The results revealed that there is no significant difference in the mean scores of well-being with respect to high and low levels of job satisfaction. There is no significant difference in the mean scores of Positive effect dimension of well-being with respect to high and low levels of job satisfaction. There is no significant difference in the mean scores of Satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction. There is no significant difference in the mean scores of Sense of achievement dimension of well-being with respect to high and low levels of job satisfaction. There is no significant difference in the mean scores of Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction.

## **INTRODUCTION**

**Well-being:** Education is the greatest service provided by teachers. Educational goals and learning outcomes can never be attained without the teacher's well-being. **Pivot en Diener, (2003)** Well-being may be concluded as the subjective touch of contentment, happiness, gratification with life's experiences along with one's part in the world of work, feel of achievement, usefulness belongingness, and no anguish, dissatisfaction or worry etc. Subjective well-being is conceptualized as a multifaceted domain of interest, rather than a unitary construct most investigators engaged in research.

**Aked, et al. (2008)** emphasized that well-being includes two major elements: feeling good and working well. Feelings of happiness, contentment, joy, curiosity and involvement are the characteristics of those who have a positive experience in their life. It is equally important for the well-being of our work in the world. Feeling of positive relationships, having control over a person's life and having a sense of purpose are important qualities of well-being.

**The Field (2009)** defines well-being as a dynamic state in which individuals is able to develop potential, engage in production and creative work, build strong and positive relations with others, and contribute to their community. This is done when a person is able to fulfill his / her personal and social goals and gets a feel of purpose in society.

**Job satisfaction:** Job satisfaction is a matrix of job aspects that makes a person 'like' his / her work condition and be enthusiastic to head for work without dislike at the start of his / her work day. **Locke (1976)** outlined job satisfaction as "a pleasant or positive emotional condition that arises from an evaluation of one job or job experiences."

**Weiss (2002)** outlined job satisfaction as an approach but indicates that researchers should noticeably distinguish the items of cognitive assessment that are affect (emotion), beliefs, and behavior. This definition states that we form approaches towards our jobs keeping in mind our feelings, beliefs and our behaviors.

According to **George, et al., (2008)** "The collection of emotions and beliefs about people's current jobs is termed as job satisfaction." People's level of job satisfaction range can be from highly satisfied to extreme dissatisfied. In addition to the attitude of their job, people can also

have different attitude towards various aspects of their work like the type of job they do, their co-workers, supervisors or assistants and their salaries.

**Mudgil, et al (2012)** emphasized that man is a congenital worker and never works in vacuum. Many factors detect their satisfaction and set a great extent to these effects, affect the quality and quantity of the output. Working individually in an organization is influenced by the overall of his position. Job satisfaction is, therefore the 'zest' displayed by a staff team on his adjustment in personal, social and work life.

## **OBJECTIVES**

1. To find out the difference in the well-being with respect to high and low levels of job satisfaction.
2. To find out the difference in the Positive effect dimension of well-being with respect to high and low levels of job satisfaction.
3. To find out the difference in the Satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction.
4. To find out the difference in the Sense of achievement dimension of well-being with respect to high and low levels of job satisfaction.
5. To find out the difference in the Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction.

## **HYPOTHESES**

- H<sub>0</sub>1. There is no significant difference in the mean scores of well-being with respect to high and low levels of job satisfaction.
- H<sub>0</sub>2. There is no significant difference in the mean scores of Positive effect dimension of well-being with respect to high and low levels of job satisfaction.

H<sub>0</sub>3. There is no significant difference in the mean scores of Satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction.

H<sub>0</sub>4. There is no significant difference in the mean scores of Sense of achievement dimension of well-being with respect to high and low levels of job satisfaction.

H<sub>0</sub>5. There is no significant difference in the mean scores of Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction.

## **METHODOLOGY**

### **Sample**

In keeping with the list of districts two districts were selected randomly i.e. Patiala and Mansa of these two districts list of various Government along with Private secondary schools. Total sample of 600 Government as well as Private secondary schools' teachers was selected from two districts. All teachers from the picked schools were involved in the sample.

### **Description of the Tools Used**

**Well-being Scale (WBS):** This scale was introduced and standardized by Preedasak and Dr. Asha Gupta of Punjab University in 1997. This scale consists of 50 positive and negative items pertaining to the well-being of the teachers.

**Job Satisfaction Scale (JSS):** This scale was developed by Singh and Sharma (1986) to assess the satisfaction of teachers related to their job. The job-satisfaction level was considered in two areas- job-intrinsic and job-extrinsic.

### **Analysis and Interpretation**

In order to difference in the well-being with respect to high and low levels of job satisfaction t-test was used. Mean and Standard deviation was carried out to uncover the nature of variables under study well-being. T-test was used to analyze the significant variance in mean values of study variables on various parameters.

### Objective-1

To find out the difference in the well-being with respect to high and low levels of job satisfaction.

H<sub>0</sub>1. There is no significant difference in the mean scores of well-being with respect to high and low levels of job satisfaction.

**Table 4.32: Descriptive statistics and independent sample t-test for well being with respect to low and high job satisfaction**

Variables	Job satisfaction	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Well being	Low	355	2.71	.21	-9.123	598	.000**
	High	245	2.87	.20			

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level

1.96

The table 1 indicates that well being of school teachers with high level of job satisfaction (Mean=2.87) is higher than the school teachers with low level of job satisfaction (Mean=2.71). The difference has been tested for statistical significance with the help of independent t-test and it has been found that the difference in well being of teachers with low and high job satisfaction is significant ( $t_{0.05} = -9.123, p = .000$ ) at .01 level.

Therefore, the hypothesis H<sub>0</sub> (1) which states that, “There is no significant difference in the mean scores of well-being with respect to high and low levels of job satisfaction” stands rejected.

### Objective-2

To find out the difference in the Positive effect dimension of well-being with respect to high and low levels of job satisfaction.

H<sub>0</sub>2. There is no significant difference in the mean scores of Positive effect dimension of well-being with respect to high and low levels of job satisfaction.

**Table-2 Descriptive statistics and independent sample t-test for positive effect dimension with respect to low and high job satisfaction**

Variables	Job satisfaction	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Positive effect	Low	355	2.64	.31	-12.508	598	.000**
	High	245	2.98	.34			

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level

1.96

The table 2 indicates that Positive effect of school teachers with high level of job satisfaction (Mean=2.98) is higher than school teachers with low level of job satisfaction (Mean= 2.64). This difference in positive effect dimension of well being of teachers with low and high job satisfaction has been tested for statistical significance using independent t-test and the difference has been found significant ( $t_{0.05} = -12.508$ ,  $p = .000$  at .01 level).

Therefore, the hypothesis  $H_0$  (2) which states that, “There is no significant difference in the mean scores of positive effect dimension of well-being with respect to high and low levels of job satisfaction” stands rejected.

### Objective-3

To find out the difference in the Satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction.

$H_{03}$ . There is no significant difference in the mean scores of Satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction.

**Table- 3 Descriptive statistics and independent sample t-test for Satisfaction with life experiences dimension with respect to low and high job satisfaction**

<b>Variables</b>	<b>Job satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Satisfaction with life experiences</b>	<b>Low</b>	355	2.56	.35	-13.652	598	.000**
	<b>High</b>	245	3.00	.43			

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level

1.96

The table 3 is evident that school teachers with high level of job satisfaction (Mean=3.00) are more satisfied with life experiences than the school teachers with low level of job satisfaction (Mean= 2.56). The difference has been tested for statistical significance with the help of independent t-test and it has been found that the difference in well being of Private and Government teachers is significant ( $t_{.05} = -13.652, p = .000$ ) at .01 level.

Therefore, the hypothesis  $H_0$  (3) which states that, “There is no significant difference in the mean scores of satisfaction with life experiences dimension of well-being with respect to high and low levels of job satisfaction” stands rejected.

**Objective-4**

To find out the difference in the Sense of achievement dimension of well-being with respect to high and low levels of job satisfaction.

$H_{04}$ . There is no significant difference in the mean scores of Sense of achievement dimension of well-being with respect to high and low levels of job satisfaction.

**Table - 4 Descriptive statistics and independent sample t-test for Sense of achievement dimension with respect to low and high job satisfaction**

<b>Variables</b>	<b>Job satisfaction</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
<b>Sense of achievement</b>	<b>Low</b>	355	2.76	.32	-13.826	598	.000**
	<b>High</b>	245	3.14	.35			

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level

1.96

The table 4 is highlighted that sense of achievement is higher among school teachers with high level of job satisfaction (Mean=3.14) than school teachers with low level of job satisfaction (Mean= 2.76). This difference in sense of achievement dimension of well being has been tested for statistical significance using independent t-test and the difference has been found significant ( $t_{.05} = -13.826$ ,  $p = .000$  at .01 level).

Therefore, the hypothesis  $H_0$  (4) which states that, “There is no significant difference in the mean scores of sense of achievement dimension of well-being with respect to high and low levels of job satisfaction” stands rejected.

**Objective-5**

To find out the difference in the Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction.

$H_{05}$  There is no significant difference in the mean scores of Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction.



**Table - 5 Descriptive statistics and independent sample t-test for Utility and belongingness dimension with respect to low and high job satisfaction**

Variables	Job satisfaction	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Utility and belongingness	Low	355	2.59	.25	-12.470	598	.000**
	High	245	2.87	.28			

\*significant at 5%

\*\*significant at 1%

Table value at 0.01 level 2.58

Table value at .05 level

1.96

The table 5 depicts that utility and belongingness is higher among school teachers with high level of job satisfaction (Mean=2.87) than school teachers with low level of job satisfaction (Mean= 2.59). The application of t-test testifies that the difference in utility and belongingness dimension of well being is significant ( $t_{.05} = -12.470$ ,  $p = .000$ ) at .01 level.

Therefore, the hypothesis  $H_0$  (5) which states that, “There is no significant difference in the mean scores of Utility and belongingness dimension of well-being with respect to high and low levels of job satisfaction” stands rejected.

### Conclusion

Secondary school teachers with high and low job satisfaction differ significantly in keeping with well-being. Secondary school teachers with high and low job satisfaction differ significantly in keeping with positive effect dimension of well-being. Secondary school teachers with high and low job satisfaction differ significantly in keeping with satisfaction with life experiences dimension of well-being. Secondary school teachers with high and low job satisfaction differ significantly in keeping with sense of achievement dimension of well-being. Secondary school teachers with high and low job satisfaction differ significantly in keeping with utility and belongingness dimension of well-being.

### **Educational implications**

The present study was initiated with the objectives to explore the relationship of job satisfaction on well-being. Guidance and counseling programmes, refresher courses time to time for teachers to providing update knowledge should be organized, so that teachers may discuss their problems and cause of dissatisfaction. These programmes can be playing a significant role in developing teacher's well-being. Teachers need to be instructed about daily routines like positive thinking, living in the present, sharing their feelings, enjoying music etc. in practice. Cognitive training, problem solving skills, assertiveness etc. are effective tools for managing stress and it should be promoted among teachers that can lead to a decrease in negative emotional experiences with great motivation and enthusiasm. It will help that educational institutions are providing free environment to teachers so that they can raise their inner voice and face new challenges. High officials of the state government and boards of education should set the curriculum and make educational policies that improve teachers 'workplace, teachers' efficiency, reducing stress, well-being and job satisfaction.

### **Suggestion for Further Research**

Some of the research problems related to this area are given below which may be taken in the future.

- The current study demarcated for secondary school teachers. Also, it can be extended to school teachers of other levels i.e. primary, college and university level.
- A study may be conducted in keeping with caste, rural and urban differences, married and unmarried, education, age, contract basis, experience, socio-economic status and other fields.
- Similar studies can be planned on a large sample from the state of Punjab and other states to ascertain the reliability of the study finding.

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