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## Psychological well-being among teaching and non-teaching employees: A comparative study

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### Abstract

Psychological well-being is an important aspect for effective performance in any organization, as it determines the internal feelings to persuade the external actions. Low psychological well-being is obvious to effect any domain of our life may it be academic or work life. The aim of the present study was to compare the psychological well-being among teaching and non-teaching staff of College of Applied Medical Sciences, King Khalid University, KSA. The sample consisted of 32 participants that include 14 faculty members and 18 non-teaching staffs. Carol Ryff's 42 item versions Psychological well-being scale was used to collect the data from employees. This scale consisted of six dimensions namely Autonomy, Environmental Mastery, Personal Growth, Positive Relationship, Purpose in Life and Self-Acceptance. The findings of the study revealed significant difference in the dimensions of autonomy, personal growth and purpose in life at  $p < 0.01$  level. The overall psychological well-being of teaching staff is higher than the non-teaching employees at  $p < 0.05$  levels. On the whole, the present study conclude that, women in the teaching profession had the highest psychological well-being scores compared to other women employees, in relation to their working conditions and nature of job.

**Keywords:** Psychological well-being, teaching, non-teaching, employees

### 1. Introduction

The psychological well-being is a complex combination of a person's physical, mental, emotional and social health. The impact of the psychological well-being is very high on the motivational level of the employees because of better work relationships, work life balance, job security and salary and other benefits which keep the employee satisfied and contented and thus it return helps the employee to perform better, more productivity, less absenteeism, low turnover, customers satisfaction, emotional stable, physical healthy, mentally at peace and also establish better understanding with others. So the more the employees are psychological balance, there would be more contribution to the organization<sup>[1]</sup>.

Employment of women provides opportunity to become self-reliant and hence it was expected that working women would be higher on well-being but no significant difference in the psychological well-being was found. The studies also revealed that since working women have to carry out dual role, they are more likely to face conflicting situations and stressful life events. These conflicting and stressful situations that a working woman faces due to her employment may result in experiencing poorer psychological well-being<sup>[4]</sup>.

The job nature and working conditions of women contribute to their experience of psychological well-being. However, promoting psychological well-being of employed women requires co-operation of people at individual, community, government and at the societal level at large. Psychological wellbeing is associated with subjective feeling of contentment, happiness, joy, satisfaction with self-experience & satisfaction with the world of work, sense of achievement & belongingness & no distress, dissatisfaction or worry<sup>[5]</sup>.

In working places, both men and women have to compete without any extra benefits given to women. Hence, women need to be given some benefits such as flexibility in timings while coming for jobs. If the work pressure reduces, then automatically their psychological well-being is taken care of. Further studies need to be conducted to establish the relation of stress in women with the jobs<sup>[6]</sup>.

Components of psychological wellbeing include Autonomy, Environmental mastery, Personal, Purpose in life, Positive relations with other, Self-acceptance.

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**Autonomy:** It includes determination of anything related to individual by himself, ability to carry out decisions by himself. Without any assistance by external people, and the activities may it be mental or physical are controlled by internal force.

**Environmental Mastery:** It implies sufficient ability on the part of the individual required to control or manipulate complex environmental phenomenon. Here we are concerned with the environmental mastery related to work. It includes change of environment in a more rational way that is satisfying to individual himself & accepted in the environment as well.

**Personal Growth:** Full potential of psychological functioning requires not only that one achieve the fully functioning physical growth, but also that one continue to develop one's potential, to grow and expand as a person with the help of this physical & mental growth. The need to actualize oneself and realize one's potential is central to development on personal growth. Personal development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.

**Purpose in life:** Every one of us has got some purpose in life that provides a sense of direction & involvement in life. Purpose in life has a lot of small goals that one wishes to fulfil in an attempt to strive for the attainment of purpose one has in his life. Purpose in life varies from individual to individual & this is of pivotal importance for effective functioning of psychological wellbeing.

**Positive relationship:** This dimension emphasizes the importance of warm, trusting interpersonal relations. The ability to love is viewed as a central component of mental health. Self-actualizers are described as having strong feelings of empathy and effect on for all human beings and as being capable of greater love, deeper friendship, and more complete identification with others. Warm relating to others is posed as a criterion of maturity. Adult developmental stage theories also emphasize the achievement of close unions with others (intimacy) and the guidance and direction of others. Thus, the importance of positive relations with others is repeatedly stressed in conceptions of psychological well-being.

**Self-Acceptance:** This is defined as a central feature of mental health as well as characteristic of self-actualization optimal functioning, and maturity. Life span theories also emphasize acceptance of one's self and one's past life. Thus, holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning. Self-acceptance is acceptance of self in spite of deficiencies.

**1.1 Aim of study:** The aim of the study was to compare the psychological well-being among teaching and non-teaching staff of College of Applied Medical Sciences, King Khalid University, Kingdom of Saudi Arabia.

## 2. Materials and methods

The research design adopted for the study was Descriptive comparative research design to accomplish the objectives.

The study was conducted at College of Applied Medical Sciences, Nursing Department, King Khalid University, KSA. A total sample of 32 teaching and non-teaching staff was selected by using convenient sampling technique. The tool used for the data collection was Carol Ryff's 42 item versions Psychological well-being scale to measure overall psychological well-being on 6 distinct dimensions; autonomy, environmental mastery, positive relations, purpose in life, self-acceptance, and personal growth. Carol Ryff (2000). Respondent rates themselves on each item according to a 6-point scale ranging from 1 = strongly disagree to 6 = strongly agree. The number of responses made by the subject on each question depends whether the question is positive or negative. If it is a positive question responses are rated from 1 to 6, where a score of 6 indicates strong agreement. If it is a negative question scoring done is in reverse order which is from 6 to 1, where 6 indicated strong disagreement. For each category, a high score indicates that a respondent has a mastery of that area in her life. Conversely a low score shows that the respondent struggles to feel comfortable with that particular concept. Higher scores imply high psychological well-being.

**2.1 Data collection procedure:** Prior to the data collection, a formal permission was obtained from Dean, Nursing Department and ethical committee of College. The tool translated in Arabic version was edited by experts and then administered to non-teaching employees. A written consent was obtained from participants before data collection. Under supervision of researcher; the tool was administered to participants. Each participant took 10-15 minutes to complete the entire tool. The data obtained were analysed according to objectives and statistical analysis was performed using SPSS version 16 software. Descriptive statistics was performed for sample characteristics i.e. calculating percentage, mean score, mean percentage, standard deviation (SD). Inferential statistics i.e. unpaired t'-test was used to compare various dimensions of psychological wellbeing between two groups.

## 3. Results

The present study highlights that, in comparison with the six various dimensions of psychological well-being, women teachers ( $M=171.57$  and  $SD=8.79$ ) expressed significantly higher psychological well-being scores compared to non-teaching staffs ( $M=158.89$  and  $SD=18.35$ ). The difference in psychological well-being among teaching and non-teaching staffs were statistically significant at  $P<0.05$  level.

In dimensions of autonomy and personal growth, the teachers showed high psychological well-being ( $M=34.71$ ,  $SD=7.1$  and  $M=32.14$ ,  $SD=1.92$  respectively) compared to non-teaching staffs scores ( $M=25.72$ ,  $SD=5.59$  and  $M=27.11$ ,  $SD=4.55$ ). But in the dimension of purpose in life, non-teaching staffs had high scores compared with teachers ( $M=30.61$ ,  $SD=3.71$  and  $M=26.86$ ,  $SD=2.11$  respectively). On discriminative analysis for each dimensions of psychological well-being, significant difference was found in dimensions of Autonomy, personal growth and purpose in life ( $P<0.01$ ) while the results of environmental mastery, positive relationship and self-acceptance the results found to be insignificant among two groups.

**Table 1:** Frequency and percentage distribution of sample characteristics (N=32)

Items	Teaching (n=14)		Non-Teaching(n=18)	
	No	%	No	%
Age (in years)				
25-29	1	7	6	33
30-34	6	43	6	33
35-39	6	43	3	17
40-44	1	7	1	6
45-49	-	-	2	11
Marital status				
Single	1	7	11	61
Married	13	93	7	39
Total Experience in present institution(in years)				
1-3	5	36	9	50
4-6	6	43	6	33
7-9	3	21	3	17

Table 1 shows the characteristics of participants’ age, marital status and their overall experience in the present organization. In both groups, the years of working

experience in the institution were same i.e. ranged from 4-6 years. In teaching staff, 93% are married while only 39% married among non-teaching employees.

**Table 2:** Comparison between various dimensions of psychological wellbeing among teaching & non-teaching staffs. (N=32)

Dimensions	Group	N	Mean	SD	t-Value
Autonomy	Non-teaching	18	25.72	5.59	t = 5.1853**
	Teaching	14	34.71	3.71	
Environmental mastery	Non-teaching	18	21.83	3.94	t = 1.8682
	Teaching	14	24.43	3.84	
Personal growth	Non-teaching	18	27.11	4.55	t = 3.8695**
	Teaching	14	32.14	1.92	
Positive relationship	Non-teaching	18	26.11	4.3	t = 0.1348
	Teaching	14	26.29	2.52	
Purpose in life	Non-teaching	18	30.61	3.79	t = 3.3203**
	Teaching	14	26.86	2.11	
Self-Acceptance	Non-teaching	18	24.56	4.93	t = 1.4849
	Teaching	14	26.71	2.58	

Independent t test: P value Significant at 0.01 level

Table 2 denotes the discriminative analysis of each dimensions of psychological well-being. Significant difference was found in dimensions of Autonomy, personal growth and purpose in life ( $P < 0.01$ ) while the results of environmental mastery, positive relationship and self-acceptance was found to be insignificant among the groups.

**Table 3:** Group wise comparison between teaching and non-teaching staffs psychological well-being (N= 32)

Group	N	Mean	SD	t value
Non-teaching	18	158.89	18.35	2.3771*
Teaching	14	171.57	8.79	

Independent t test: P value Significant at 0.05 level

Table 3 depicts, the results drawn by applying independent t-test on the sample of 14 teaching and 18 non-teaching employees on various dimensions of psychological well-being scale. It was found that overall psychological wellbeing of teaching staff is higher than non-teaching staff ( $P < 0.05$ ).

**4. Discussion**

Overall, the present study showed that, teachers had the highest psychological well-being scores compared with non-teaching employees. Among the 6 dimensions of psychological well-being scale, the values are statistically significant in dimensions of Autonomy, personal growth and purpose in life, whereas environmental mastery, positive

relationship and self-acceptance was found to be insignificant among two groups.

In the light of previous studies on psychological well-being among working women, this study highlights that working women have to carry out dual role. They are more likely to face conflicting situations and stressful life events. So employment of women as such does not emerge as a factor contributing their psychological well-being. However, promoting psychological well-being of employed women requires co-operation of people at individual, community, government and at the societal level at large.

It is found that positive relationship with others is higher or strong in public sector undertakings” as compared to private undertakings”. Also their motivation & responsibility for work schedules, work duration, produce sense of authority for their duties. Is evident from the collected data, employees in the public sector are positively related towards their family, relatives, friends<sup>[3]</sup> Teachers rated their level of Quality of School Work Life moderately, and rated their level of Psychological Well-being relatively higher. The findings indicates that there were some differences in Quality of School Work Life levels of teachers in connection with some demographic variables<sup>[8]</sup>.

Organizations are accountable to support and encourage employees to develop and demonstrate proper personality traits in ensuring high individual psychological well-being. Support from management that includes clear outcome expectancies, basic material support, encouraging individual contribution and fulfilment, developing a sense of belonging

as well as promoting a chance to progress and continuous learning is needed to ensure overall psychological well-being of lecturers. This will promote positive and healthy environment in a higher learning institution<sup>[9]</sup>.

Both psychological capital and well-being have a more significant role to play on the lives and working of female teachers when compared with their male counterparts. The plausible explanation for gender having a significant role to play on the psychological capital and well-being of teachers, where females were found to be higher on both the dimensions could be that teaching provides a females with a lucrative and supportive environment where they can give in their best striking a reasonable balance between their professional and personal life as the number of hours involved for work are less and the nature of work is less strenuous, which has a positive impact on their well-being<sup>[10]</sup>.

The psychological well-being is influenced by a complex array of personal, environmental and work factors. A key finding is that there are clear associations between workplace change and well-being and between work-life (im) balance and well-being. These effects appear to be independent of one another and therefore require separate attention from managers and employers<sup>[12]</sup>.

Organizations that provide employees with opportunities to extend their potential and build up their capabilities, which help meet the employees' needs for personal growth, are likely to be perceived as supportive and caring about the employees' well-being. The empirical results of this study suggest that autonomy and co-worker significantly positive effects on job satisfaction. Employees should also be given the opportunity to perform work that requires thought and independent judgment. Employees will regard their work as meaningful when a degree of independence and freedom of choice is allowed in the performance of their tasks. Participation in decision making will enhance the employees' feeling of membership and contribute to the meaningfulness component of sense of coherence<sup>[13]</sup>.

## 5. Conclusion

On the whole, the present study concludes that, women in the teaching profession had the highest psychological well-being scores compared to other women employees, in relation to their working conditions and nature of job.

Similar study can be done with diverse settings with large populations among male and female and include some strategies to improve physical and psychological well-being to cope up with stressful situations. The present study is limited to its sample size and focused only female employees.

The study recommends that mentoring is important for psychological well-being in any of the organization. When young people join organization, they require guidance and support from experienced people whom they can confide and receive advice. Mentoring provides an opportunity to share their concerns and receive moral support and guidance for their development. Also managers and supervisors need to explore and investigate the problems of employees at their undertaking organization, to deal with employee's strength, weakness and needs.

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