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## A study of psychological well-being of secondary school teachers of Haryana

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### Abstract

The present study was designed to compare the well-being of secondary school teachers. For this, a sample of 448 secondary school teachers from different government and private schools of Haryana (Government = 224, Private = 224) was drawn. All the selected subjects were administered with Psychological Well-Being Scale by Dr. Sisodia and Choudhary (2012). Subsequently the data was analyzed by using descriptive statistical method, the most prominently by t-ratio. The obtained findings revealed significant differences between government and private secondary school teachers. Private secondary school teachers scored significantly higher mean scores on sociability, mental health and interpersonal relations dimensions of well-being but two groups did not differ significantly on the rest of the dimensions i.e. satisfaction and efficiency.

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

### Introduction

It is well accepted that good health is must for each individual's proper growth and development. However, the World Health Organization (WHO) defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or illness" (Ryff & Singer, 1998) <sup>[13]</sup>. Here, the word 'health' refers to "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." Well-being is the general phenomena in everyone's life which shows that life is good. The term 'well-being' is also related with specific variety of goodness like living in a good environment being of worth for the world, being able to cope with life, enjoying life etc. (Singh and Shyam, 2007) <sup>[16]</sup>. It is based on individual and society how they achieve this goal. Archer, Probert and Gage (1987) <sup>[1]</sup> clears that it is a process of human functioning that involves the body, mind and spirit. It is a dynamic process which moves through social and psychological dimensions as well as health-related behaviors. However, Levi (1987) <sup>[10]</sup> characterized the term well-being as a unique perspective portrayed by a sensible measure of congruity between an individual capacity, needs and potential and environmental demands and opportunities. Psychological well-being is a new concept of well-being in modern time. Psychological wellbeing was earlier studied in philosophy. As it gained importance, the concept of well-being started developing in other fields also especially in psychology. Now it is well known part of philosophy along with psychology. A wide range of meanings and definitions of well-being exists because of prevailing differences in terms of two basic approaches regarding well-being i.e. hedonic approach and eudemonics approach. The first one is the hedonic approach which focuses on happiness in life and defines well-being in terms of pleasure attainment and pain prevention. Whereas, the second approach is eudaimonic approach which focuses on meaning and level of performance in life and human potential. On the other hand, the concept of well-being within positive mental health studies is a complex construct with two main dimensions of well-being i.e. psychological well-being and subjective well-being (Cenksever & Akbas, 2007) <sup>[4]</sup>. However, Subjective well-being is indicated by hedonic measures, whereas psychological well-being is indicated by eudemonic measures (Samman, 2007; Kallay & Rus, 2014) <sup>[15, 9]</sup>. Psychological well-being is concerned with an individual's judgment about his/her frequent happiness, satisfaction with his/her physical and mental health and it relates to various psychosocial factors including life or work satisfaction (Huppert, 2009) <sup>[6]</sup>.

Diener and Diener (1995)<sup>[5]</sup> explained psychological well-being as the cognitive assessment of various aspects of one's life i.e. emotional self-acceptance, subjective well-being. Ryff (1989)<sup>[14]</sup> model of psychological well-being consists of six dimensions namely (1) Autonomy, (2) Environmental Mastery, (3) Personal Growth, (4) Positive Relations with Others, (5) Purpose in Life, and (6) Self- Acceptance. According to Bhogle and Prakash (1995)<sup>[3]</sup> psychological well-being cover the real meaning of life, absence of negative ideas, personal and self-control, self-esteem, positive thinking, satisfaction, absence of tension or worries and negative thinking. In other words, psychological well-being broadly defined as happiness of one which shows that life is good, meaningful and pleasant. From the above definitions, it can be concluded that psychological well-being is a condition or a state of harmonious functioning of the human personality. In other words, psychological well-being is a state of one's happiness, satisfaction, effectiveness and harmony brought out by one's level of adjustment with the self as well as the working environment.

### Review of Related Literature

Various studies have been conducted till date to study the psychological well-being. Patel (2013)<sup>[12]</sup> revealed significant interaction effect existed between the type of school, experience and gender of teacher on psychological well-being. Government school teachers had better psychological well-being than private school teachers. Another study conducted by Vaghela (2014)<sup>[18]</sup> showed no significant difference between the psychological well-being of teachers with regard to type of school (government and non-government school teachers). Mental health of teacher educators in private and rural area was better than teacher educators of government and urban area (Babu, 2014)<sup>[2]</sup>. However, Zahoor (2015)<sup>[19]</sup> also showed significant differences between well-being and job satisfaction of teachers with regard to type of school. Jacobsson *et al.* (2016)<sup>[7]</sup> wrote an article to investigate the relationship among teacher team effectiveness and teachers well-being of Swedish teachers. The findings of this study revealed strong relationship between the effectiveness of the teacher-teams and teachers' well-being, both with regard to levels of emotional exhaustion and work satisfaction. Another study conducted by Dr. Mitra (2018)<sup>[11]</sup> found significant difference in job satisfaction of government and private school teachers. Government teachers were more satisfied than their counterpart private school teachers. Jadav (2018)<sup>[8]</sup> designed a study to investigate the psychological well-being of government and private school teachers and the findings indicated that psychological well-being of government teachers is better than the private school teachers but male and female teachers not differ significantly. Psychological well-being holds an important place in teaching-learning process especially at secondary school level. Therefore, considering the above indications in mind the present study has been designed to investigate the psychological well-being of secondary school teachers.

### Objectives

- To study the psychological well-being of government and private secondary school teachers.
- To study the satisfaction of government and private secondary school teachers.
- To study the efficiency of government and private secondary school teachers.

- To study the sociability of government and private secondary school teachers.
- To study the mental health of government and private secondary school teachers.
- To study the interpersonal relations of government and private secondary school teachers.

### Hypotheses

- Government and private secondary school teachers do not differ significantly on the measure of psychological well -being.
- Government and private secondary school teachers do not differ significantly on the measure of satisfaction.
- Government and private secondary school teachers do not differ significantly on the measure of efficiency.
- Government and private secondary school teachers do not differ significantly on the measure of sociability.
- Government and private secondary school teachers do not differ significantly on the measure of mental health.
- Government and private secondary school teachers do not 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 and private schools of Haryana considered as population for the present study. However, the sample for the present study included 448 secondary school teachers (government = 224, private = 224) belong to various regions of Haryana. The data was collected through random sampling technique and then analyzed by using statistical techniques i.e. mean, standard deviation & t-ratio.

### Measure

In the present research, Psychological Well-being Scale (PWBS-2012)<sup>[14]</sup> developed by Dr. Devender Singh Sisodia and Pooja Choudhary was used. The scale consisted of 50 items and covered five dimensions, namely – satisfaction, efficiency, sociability, mental health and interpersonal relations. The test retest reliability was found to be 0.87 and the overall consistency value of the scale was 0.90. PWBS has also a sufficient degree of content validity beside the external criteria and coefficient obtained was 0.94. The scores of each dimension were added separately to have the dimensional scores and the sum total of these scores gave the overall well-being score.

### Results and Discussion

**Table 1:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Measure of Well -being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	207.94	16.92	3.51	0.01
Private School Teachers (N=224)	213.26	15.41		

Table 1 reveals that the mean scores of the two comparable groups i.e. government and private secondary school teachers on the measure of well-being are 207.94 and 213.26 respectively. The standard deviation values are 16.92

and 15.41 respectively. The obtained t-value is 3.51 which is found to be significant at 0.01 level of significance. This depicts that private school teachers scored higher mean scores on well-being as compared to government school teachers. In other words, teachers working in private schools have a better feeling of wellness than their counterpart government school teachers. The obtained results support the findings of the studies conducted by Patel (2013) [12] and Zahoor (2015) [19] which revealed significant difference in well-being of government and private school teachers whereas disagree with the findings of Vaghela (2014) [18] who found no significant difference in the psychological well-being of government and private school teachers. Hence, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the measure of well-being' is rejected.

**Table 2:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Satisfaction Dimension of Well-being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	41.37	4.37	1.65	Not Significant
Private School Teachers (N=224)	41.99	3.85		

Table 2 reveals that the mean scores of government and private secondary school teachers on the satisfaction dimension of well-being are 41.37 and 41.99 respectively. The standard deviation values are 4.37 and 3.85 respectively. The obtained t-value is 1.65 which is not significant. It reveals that the two groups do not differ significantly on the measure of satisfaction. The findings related to satisfaction dimension of well-being revealed no significant difference between government and private school teachers. Both the groups are equally satisfied, confident, optimistic outlook and take pleasure in performing day to day activities. The obtained findings contradict the findings of the study conducted by Mitra (2018) [11] which showed that the government school teachers are more satisfied than their counterpart private school teachers. Hence, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the satisfaction dimension of well-being' is accepted.

**Table 3:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Efficiency Dimension of Well-being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	43.18	4.06	0.57	Not Significant
Private School Teachers (N=224)	43.39	3.67		

Table 3 shows the mean comparison of government and private secondary school teachers on efficiency dimension of well-being. The mean scores of government and private school teachers are 43.18 and 43.39 respectively. The calculated standard deviations are 4.06 and 3.67 for the respective groups. However, the obtained t-value is 0.57 which is not significant. The obtained results show that the two groups do not differ significantly on the efficiency dimension of well-being. Therefore, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the efficiency dimension of well-being' is accepted.

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**Table 4:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Sociability Dimension of Well-being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	40.41	4.51	3.95	0.01
Private School Teachers (N=224)	42.15	4.98		

An examination of table 4 shows that the mean scores of government and private secondary school teachers on the sociability dimension of well-being are 40.41 and 42.15 respectively. Their respective standard deviations are 4.51 and 4.98. The obtained t-value is 3.95 which is found to be significant at 0.01 level of significance. The findings reveal that two groups of secondary school teachers i.e. government and private secondary school teachers differ significantly on the sociability dimension of well-being. The private secondary school teachers obtained higher mean scores than their counterpart government school teachers. The findings points out that private school teacher are more social and helpful as compared to government school teachers. Hence, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the sociability dimension of well-being' is rejected.

**Table 5:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Mental Health Dimension of Well-being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	40.39	5.57	2.84	0.05
Private School Teachers (N=224)	41.81	4.84		

The results from table 5 show that the mean scores of the two comparable groups i.e. government and private secondary school teachers on the measure of mental health are 40.39 and 41.81 respectively with their standard deviations of 5.57 and 4.84. The calculated t-ratio is equal to 2.84 which is significant at 0.05 level of significance. This shows that the two comparable groups differ significantly on the measure of mental health. The mean comparison reveals that private school teachers have better mental health than government school teachers. So, it can be said that there is an impact of the type of school on the mental health of the teachers. The obtained results are supported by the findings of the study conducted by Babu (2014) [2]. Therefore, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the mental health dimension of well-being' is rejected.

**Table 6:** Means, S.Ds and t-ratio of Government and Private Secondary School Teachers on the Interpersonal Relations Dimension of Well-being (N=448)

Types of school	Mean	S.D.	t-ratio	Level of Significance
Government School Teachers (N=224)	42.50	3.76	3.46	0.01
Private School Teachers (N=224)	43.78	3.80		

Table 6 reveals the mean scores of government and private secondary school teachers on the measure of interpersonal relations which are found to be 42.50 and 43.78 respectively. Their respective standard deviations are 3.76 and 3.80. The calculated t-ratio equals to 3.46 which is significant at 0.01 level of significance. The obtained findings reveal that two comparable groups of secondary school teachers differ significantly on interpersonal relations dimension of well-being. The findings indicate that private school teachers score higher mean scores on interpersonal relations dimension of well-being as compared to government school teachers. In other words, private secondary school teachers are more capable in maintaining good relation with others and more cooperative than government school teachers. Hence, the hypothesis i.e. 'Government and private secondary school teachers do not differ significantly on the interpersonal relations dimension of well-being' is rejected.

### Conclusion

The obtained findings of the study revealed that the government and private secondary school teachers showed significant difference on three dimensions of well-being namely sociability, mental health and interpersonal relations. The private school teachers obtained higher mean scores than government school teachers on three dimensions of well-being i.e. sociability, mental health and interpersonal relations. But the government and private secondary school teachers not differ significantly on the satisfaction and efficiency dimensions of well-being. From these results, it can be concluded that the teachers of government schools do not feel good as that of private school teachers. The results also showed that the overall well-being of secondary teachers of private school was better than the government school teachers. This is because, the facilities, resources and the environment provided to the private school teachers is much better than the government school teachers. The obtained results support the findings of Babu (2014)<sup>[2]</sup>, Patel (2013)<sup>[12]</sup> and Zahoor (2015)<sup>[19]</sup> whereas the obtained results disagree with the findings of Mitra (2018)<sup>[11]</sup> and Vaghela (2014)<sup>[18]</sup> who found no significant difference in the psychological well-being of government and private school teachers. The obtained findings also emphasized that if well-being increased in teachers, they would be more effective in handling their responsibility and hence directly enhance their teaching efficiency. Therefore, efforts should be made by the education administrators and policy makers to enhance the mental health and well-being of the government school teachers, so that teachers can teach effectively. Thus, the study reflects that there is a need of improving working environment and facilities in the government schools so that the teachers can become much healthier and can show better outcomes.

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