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## **A correlative analysis of psychological wellbeing and classroom management of government and private school teachers of Kulgam district**

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### **Abstract**

Psychological wellbeing includes the domains of cognitive, affective and conative functioning of an individual in composite manner. The purpose of this study was to examine relationship between psychological wellbeing and classroom management of government and private school teachers. In context to same, psychological wellbeing and classroom management were measured with the help of psychological wellbeing scale developed by Daivinder Singh Sisodia and Pooja Chaudary (2015). Besides, classroom management inventory developed by Claudio Diaz (2019) was used for data collection. Keeping the nature of the study under consideration, the descriptive method has been used by the researcher. The sample of 400 school teachers was selected. However, due representation was given on the basis of type of school. More obviously 200 government school teachers and 200 private school teachers were selected by using random sampling technique. Whole sample has been collected from district Kulgam-union territory Jammu and Kashmir. The collected data was put to suitable statistical treatment by using descriptive analysis and Pearson's product moment method. Accordingly, the results of the study indicate that there is positive relationship between classroom management and psychological wellbeing of teachers. Besides, maximum teachers from the both category (private and government) were seen with high level of psychological wellbeing and classroom management.

**Keywords:** Psychological wellbeing, classroom management, government school teachers, private school teachers

### **Introduction**

Psychological wellbeing includes the domains of cognitive functioning, behavioural functioning and mental health in composite manner of an individual. Psychological wellbeing is about lives going well. It is the combination of feeling good and functioning effectively. Sustainable well-being does not require individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life. For teachers psychological wellbeing and classroom management goes hand in hand. Classroom management also represents a significant aspect of the teacher's pedagogical knowledge and is often found as a component of taxonomies and descriptions of core knowledge for educators. classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual students. It is pertinent to mention here that classroom management is impossible without the psychological wellbeing of the teachers. Psychological is considered the key that shapes the teaching professionalism among teachers Koyuncu, M., & Durna, U. (2010) <sup>[22]</sup>, As we observe from the review of the related literature, those teachers, who is deeply unsatisfied with their life, who feels that their life has no meaning or purpose, or who experiences extreme depression and sadness is unlikely to be viewed as having a good quality of teaching and classroom management. While it is clear that people are sometimes willing to trade short-term feelings of happiness for other outcomes of value, it is also clear that people regard psychological well-being as an important outcome in its own

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right. Besides, psychological well-being measures seem to be able capture aspects of life that other more conventional economic indicators can fail to highlight. Psychological well-being of persons is depended on event and incidents which are related with past situation. Many events of person's live are also affected to psychological wellbeing. Historically speaking, psychological well-being plays an adaptive role in human survival motivating the individual to engage in exploration and to build resources that enhance coping with life's tragedies and stresses in an effective context. Psychological well-being is a multidimensional construct and refers to people's evolutions of their lives-including cognitive judgment, such as life satisfaction; and affective evaluations (moods and emotions), such as positive and negative emotional feelings. It is a multidimensional construct that includes cognitive and affective components. Psychological wellbeing is one measure of the quality of life of an individual and of societies. Philosophers have debated the nature of the good life for millennia and one conclusion that has emerged from this debate is that the good life is happy (although philosophers often differ on the definition of happiness). However, from the above concept of psychological is reflected as a hybrid concept with two components, which can be labelled "*experienced well-being*" and "*evaluated well-being*". Both components are psychological and refer to a time of reference.

#### Location of research gap

From the above discussion it is evident that there the role of psychological wellbeing is well recognised in classroom management especially at elementary level. Apart from this, it was found that large number of the research studies has been conducted at on teaching competence and classroom management of teachers. The notable research studies has been conducted by; Ajala, E.M. (2013) <sup>[2]</sup>, Akın, A., Demirci, İ., Yildiz, E., Gediksiz, E., & Eroglu, N. (2012) <sup>[3]</sup>, Bagherzadeh, S., & Gordani, Y. (2012) <sup>[9]</sup>, Cenkseven, F., & Akbaş, T. (2007) <sup>[16]</sup>, Koyuncu, M., & Durna, U. (2010) <sup>[22]</sup>, Asada, Y., & Ohkusa, Y. (2004) <sup>[7]</sup> and Cooper, H., Okamura, L., McNeil, P. (1995) <sup>[18]</sup>. However, all these research studies are carried at secondary level. Elementary stage has been neglected in these research studies. In addition to this, there seems hardly any study which has carried in the research area that has been selected for the present study. So researcher argues that there is "*geographical research gap*" to carry this research study. Accordingly, below mention problem has been taken in hand:

#### Problem in hand

The statement of research problem is as under:

**"A correlative analysis of psychological wellbeing and classroom management of government and private school teachers of Kulgam district"**

#### Objectives of the study

The objectives of the study are as under:

- To study psychological wellbeing and classroom management of government and private school teachers.
- To examine the relationship between psychological wellbeing and classroom management.

#### Hypothesis

The researcher holds richness background of the knowledge in the same domain. Apart from this, deep survey was conducted by the investigator in the relevant field. Accordingly, on the basis of the same, the present study consists of below mentioned hypothesis:

1. There exists significant relationship between psychological wellbeing and classroom management of teachers.

#### Operational definitions of terms and variables

The operational definitions of terms and variables are reported as under:

1. **Psychological wellbeing:** In this study the psychological wellbeing refers the score obtained by the respondents on psychological wellbeing scale developed by Daivinder Singh Sisodia and Pooja Chaudary (2015).
2. **Classroom management:** In this study the classroom management refers the score obtained by the respondents on classroom management inventory scale developed by Claudio Diaz (2019).
3. **Government school teachers:** Government teachers in this study those teachers who are working in government schools having length of service minimum four years.
4. **Private school teachers:** Private school teachers in this study those teachers who are working in public aided private schools having length of service minimum four years.

#### Delimitation of the problem

The constraint of time budget and other implications were exiting in the entire process. The present study will be delimited to following domains:

1. The present study has been delimited to private and government teachers only.
2. The present study has been delimited to district Kulgam only.
3. The present study has been delimited to elementary school teachers only.

#### Methodology

The methodology of the present study has been stated in the following heads-

- **Method of the study:** Keeping the nature of the study under consideration, the descriptive method will be used by the researcher for the present study.
- **Sample:** Representative samples of 400 school teachers were selected. However, due representation was given on the basis of type of school. More obviously 200 government teachers and 200 private teachers were selected. Whole sample has been collected from district Kulgam-union territory of Jammu and Kashmir.
- **Sampling technique:** Whole data was selected by using random sampling technique.
- **Tools used:** In this study the psychological wellbeing scale developed by Daivinder Singh Sisodia and Pooja Chaudary (2015) and classroom management inventory scale developed by Claudio Diaz (2019) were used for data collection.

#### Analysis and Interpretation

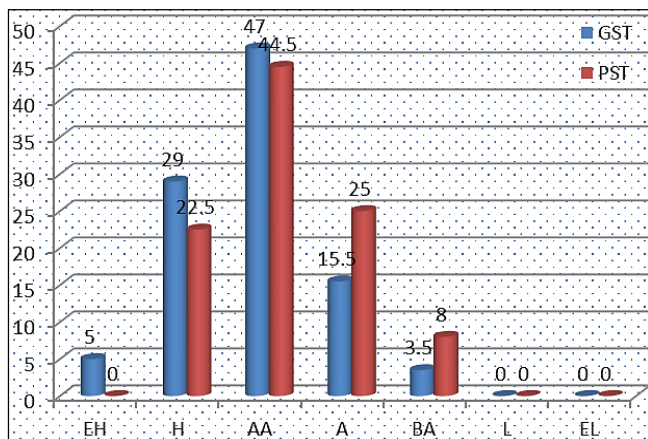
The analysis and interpretation of the data is given as under:

**Table 1:** Showing the frequency and percent wise distribution of government and private school teachers on various levels of psychological well-being. (N=200 Each)

Levels	GST		PST	
	Frequency	Percentage	Frequency	Percentage
EH	10.00	5.00	0.00	0.00
H	58.00	29.00	45.00	22.5
AA	94.00	47.00	89.00	44.5
A	31.00	15.50	50.00	25.00
BA	07.00	3.50	16.00	8.00
L	0.00	0.00	0.00	0.00
EL	0.00	0.00	0.00	0.00
Total	200	100	200	100

**Index**

- EH = Extreme high level of psychological well-being.
- H = High level of psychological well-being.
- AA = Above average level of psychological well-being.
- A = Average level of psychological well-being.
- BA = Below Average level of psychological well-being.
- L = Low level of psychological well-being.
- EL = Extreme low level of psychological well-being.



**Fig 1:** Showing the graphical representation of government and private school teachers on various levels of psychological well-being. (N=400 Each)

**Index**

- EH = Extreme high level of psychological well-being.
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- L = Low level of psychological well-being.
- EL = Extreme low level of psychological well-being.

The fleeting looks on the table 1 (Please refer Fig. 1) provides the descriptive analysis by calculating frequency and percentage analysis of government and private school teachers on various levels of psychological wellbeing. The results indicate that among government school teachers 5.00% (F=10.00) were seen with high extreme level of psychological wellbeing. Besides, the results indicate that 29.00 (F=58) were seen with high level of psychological wellbeing. Meanwhile, from the above observed results 47.00 (F=94.00) were seen with above average of psychological wellbeing. The results designate that 15.50 (F=31) government teachers were seen with average level of psychological wellbeing. In addition to this, it was found

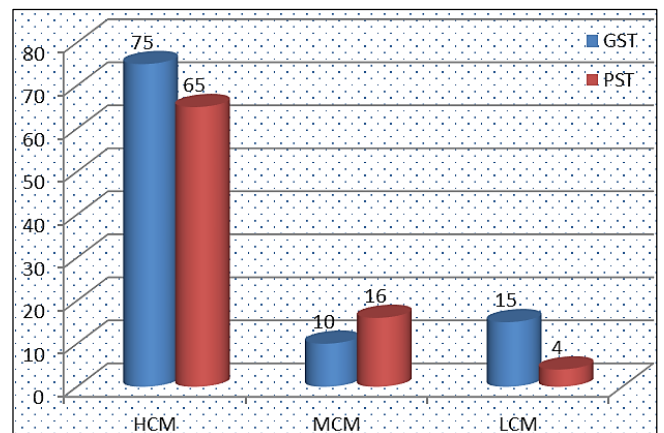
that 3.50 (F=0.00) government teachers were seen with below average of psychological wellbeing. Meanwhile, 0.00 (F=0.00) government teachers were seen with low level of psychological wellbeing. In the meantime, 0.00 (F=0.00) government teachers were realized with extreme low level of psychological wellbeing. Coming towards their counterparts, private teachers 0.00% (F=00.00) were seen with high extreme level of psychological wellbeing. Besides, the results indicate that 22.5% (F=45) private teachers were seen with high level of psychological wellbeing. Meanwhile, from the above observed results 44.5% (F=89.00) private teachers were seen with above average of psychological wellbeing. The results designate that 25.00 (F=50.00) private teachers were seen with average level of psychological wellbeing. In addition to this, it was found that 8.00 (F=16.00) private teachers were seen with below average of psychological wellbeing. Meanwhile, 0.00 (F=0.00) private teachers were seen with low level of psychological wellbeing. In the meantime, 0.00 (F=0.00) private teachers were realized with extreme low level of psychological wellbeing.

**Table 2:** Showing the frequency and percent wise distribution of government and private school teachers on various levels of classroom management. (N=200 Each)

Levels	GST		PST	
	Frequency	Percentage	Frequency	Percentage
HCM	150	75.00	160	65.00
MCM	20	10.00	32	16.00
LCM	30	15.00	08	4.00
Total	200	100	200	100

**Index**

- HCM = High classroom management.
- MCM = Moderate classroom management.
- LCM = Low classroom management.



**Fig 2:** Showing the graphical representation of government and private school teachers on various levels of classroom management

**Index**

- HCM = High classroom management.
- MCM = Moderate classroom management.
- LCM = Low classroom management.

The perusal of the above reported table indicate that among government school teachers 75.00% (F=150) were seen with high level of classroom management. In the same analysis it was found that 10% (F=20) were found with moderate level of classroom management. Accordingly, 15.00% (F= 30)

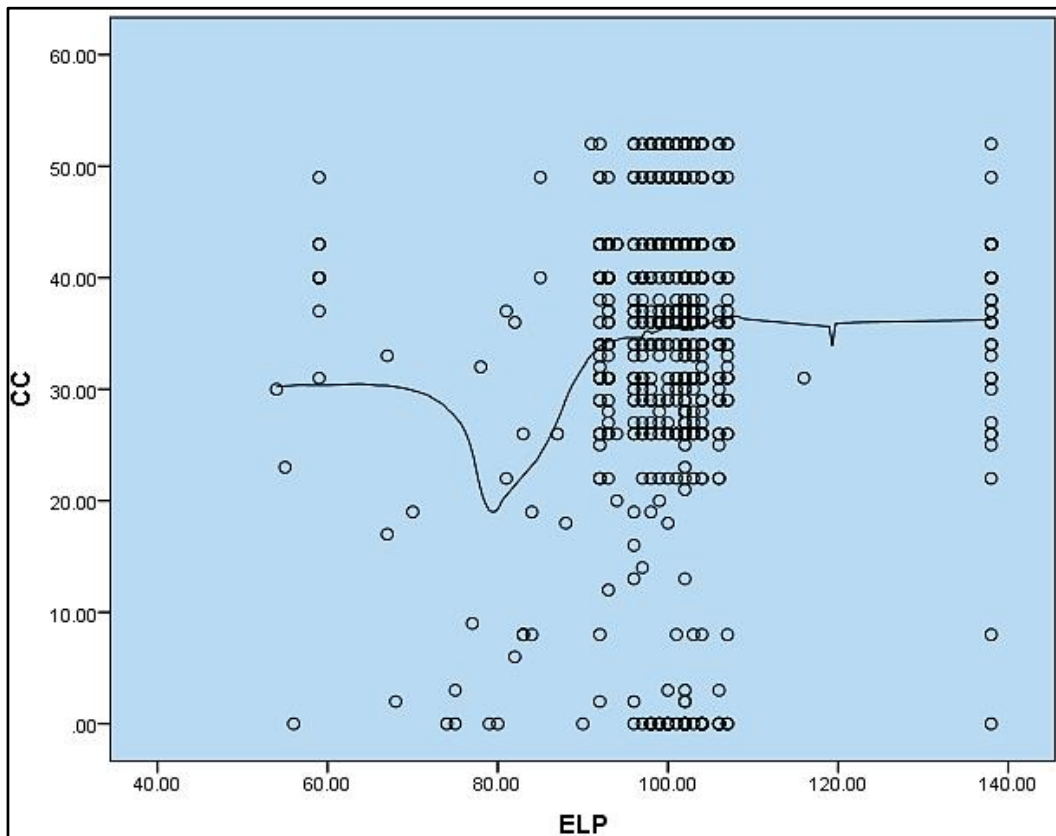
were observed with low level of classroom managements. Coming towards the private school teachers 65.00% were seen with high level of classroom management. Apart from

this, 16.00 (F=32) were analysed with moderate level of classroom management. Only 4.00% teachers were seen with low level of classroom management.

**Table 3:** Showing the correlation co-efficient of the respondents on their psychological wellbeing and classroom management. (N=400 each)

Correlation Analysis			
		PWb	CM
Psychological Wellbeing	Pearson Correlation	1	.100*
	Sig. (2-tailed)		.015
	N	400	400
Classroom Management	Pearson Correlation	.100*	1
	Sig. (2-tailed)	.015	
	N	400	400

\*. Correlation is significant at the 0.05 level (2-tailed).



**Fig 3:** Showing the scatter plot of government and private school teachers on their psychological wellbeing and classroom management. (N=400 each)

The correlative analysis made on the on their psychological wellbeing and classroom management of the respondents (please consult table 3, Fig. 3) indicates that there seems positive relationship between phycological wellbeing and classroom management. In the above reported table, the coefficient of correlation has been reported 1.00 which is significant at 0.01 level of significant. Thus, the researcher can infer that there is positive correlation between psychological wellbeing and classroom management. In addition to this, it can be inferred that the impact of physiological wellbeing is high on classroom management of the respondents. Besides, maximum teachers from the both category (private and government) were seen with high level of psychological wellbeing and classroom management. Moreover, the researcher argued that the hypothesis which reads that “*there will be positive relationship between of psychological wellbeing and classroom management of private and government*

*teachers*” stands accepted. The results based on the basis of the correlation indicate that there seems positive relation between government teachers and private teachers. Similar results are generated by the host of the researchers like; Aelterman, A., Engels, N., Petegem, K., & Verhaeghe, J. P. (2007) <sup>[1]</sup>, Ajala, E. M. (2013) <sup>[2]</sup>, Akın, A., Demirci, İ., Yildiz, E., Gediksiz, E., & Eroglu, N. (2012) <sup>[3]</sup>, Bagherzadeh, S., & Gordani, Y. (2012) <sup>[9]</sup>, Cenkseven, F., & Akbaş, T. (2007) <sup>[16]</sup>, Koyuncu, M., & Durna, U. (2010) <sup>[22]</sup>, Asada, Y., & Ohkusa, Y. (2004) <sup>[7]</sup> and Cooper, H., Okamura, L., McNeil, P. (1995) <sup>[18]</sup>.

**Conclusion**

As reported earlier the purpose of this study was to examine the relationship between psychological wellbeing and classroom management. Keeping in view it was found that there is positive relationship between classroom management and psychological wellbeing. This indicates

the impact of psychological wellbeing of teachers remains dominant on the classroom management.

- **Competing interest:** The research declared that no potential if interest with respect to authorship, research and publication of this article.

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