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JOB SATISFACTION AND SUBJECTIVE WELL BEING OF SCHOOL TEACHERS



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ABSTRACT :

The main aim of this study was to understand the job satisfaction and well-being among primary and secondary school teachers. The total sample consisted of 200 primary and secondary school teachers in Maharashtra. The sample was collected by purposive sampling method. For data collection the well-being scale by Freadman and Job Satisfaction Scale by Dixit were used. To find out the relationship between Well-being and Job Satisfaction, Pearson product moment correlation was

used. To know the gender differences on teachers t-value was calculated. Results indicated that there is no significant gender difference among teachers. On well being the obtain value of male teachers are (M=146.78, SD=28.33) is lesser (t=0.52) than female teachers (M=148.91, SD= 29.85) it shows that there is no significant difference on well being on gender was found. On the job satisfaction the obtain value of male teachers (M= 102.18, SD=31.08) is not higher (t=0.04) than female teachers (M=101.97, SD=31.81). This shows that there is no gender difference in teacher's well being and job satisfaction.



KEYWORDS: *Well-being, Job Satisfaction, School Teachers.*

INTRODUCTION

Human behaviour is a subject matter of the study of psychology. Most of the scientists emphasized on negative side of behaviour but recently psychologists stressed on positive side of the human behaviour. This aspect is called as positive psychology. Positive psychology is a recent branch

of psychology that studies the strengths and virtues that enable individuals and communities to thrive. Positive psychologists seek to find and nurture genius and talent, and to make normal life more fulfilling, not simply to treat mental illness. Several humanistic psychologists developed various theories and practices that involved human happiness. Philosophers and religious thinkers often define happiness in terms of living a good life or flourishing, rather than simply as an emotion.

The present study is wanted to examine the subjective well-being of primary and secondary teachers and their Job Satisfaction. We know that happiness is a state of mind or feeling characterized by contentment, love, satisfaction, pleasure, or joy. A variety of philosophical, religious, psychological and biological approaches have striven to define happiness and identify its sources. Researcher has identified a number of attributes that correlate with happiness: relationships and social interaction, extraversion, marital status, employment, health, democratic freedom, optimism, religious involvement, income and proximity to other happy people. In this context, he wants to assess the role of job satisfaction and well being of the teachers.

Education in India

Education system in India has been facing a lot of problems almost in every walk of life since independence. The field of education has also been affected with those significant problems. We the people of India having solemnly resolved to constitute in to sovereign democratic republic and to secure to all citizens, justice, social, economic and political liberty of thoughts, of status and opportunity and to promote among them all fraternity assuring dignity of the individual and the unity of nation, in our constituent assembly do here by adopt exact and give to over solves this constitution. The main aim of human life is to get good and effective education for our youth to settle down in the service or job for better future. To fulfill this goal we need skill and vocational education system, as adopted in the America and England. The educational psychology will give the right direction for the development of education system in India.

Teaching is a light and it can burn through the media and that is teaching learning. Teaching behavior is always directed by the psychology and learning is the part of the teaching behavior. Hence I am very essential for the teacher as well as for the students. From time to time psychologists have tried to define education psychology in their own way some of these definitions are given below.

Skinner (1958) "Educational psychology is that branch of psychology which deals with teaching and learning." As per Crow and crow (1973) "Education psychology is that describes and explains the learning experiences of an individual from birth through old age." Both of these definitions emphasize that educational psychology is a psychology of teaching and learning. Teaching and learning are the main processes of education and the learner is key figure in this process.

Teaching professionals

A systematic study of the science of psychology on the part of the teacher will give him larger awareness of the nature, abilities and needs of the pupils he teaches, of the purpose and procedure involved in his work, and of his own capacities and limitations. Behind every successful student teacher plays core role. (Bhatia 1977)

What is the goal of Education, real and ideal? What does it mean to be an educated person? What makes a teacher effective? How could you decide if teaching makes a difference? Teachers are most important mediator in the education system teachers provide knowledge to the society, and try to become a student's globally knowledgeable person. Teachers plays very crucial role in the life of any individuals. Basically primary and secondary teachers create the foundation of individual's personality.

So far teachers create spark of knowledge learning and attitudes towards life.

Review of literature:

Limbirt (2004) on his study psychological well being and job satisfaction amongst military personnel on unaccompanied Tours: The impact of perceived social support and coping strategies. He found that perceptions of social support were associated with both psychological well being and job satisfaction. Gian Vittorio Caprara, Claudio Barbaranelli, Laura Borgogni, and Patrizia Steca (2003) They were found in their research Efficacy Beliefs as Determinants of Teachers Job Satisfaction. There is positive co relation between self efficacy and job satisfaction of teachers. Satija and Khan(2012) on their research locus of control in relation to job satisfaction among university teachers. They found that university teachers with internal locus of control perceived greater job Satisfaction than university teachers with external locus of control. Additionally the findings also point out that internals are more satisfied than external on all four areas of job satisfaction (i.e. the job, management, personal adjustment and social relations.) Hulin and Judge (1991) found that job satisfaction, subjective well-being, and other variables were hypothesized to influence the adaptation construct within the framework of a casual model. Result indicated that both the job adaptation construct and its relation to job satisfaction and subjective well-being.

Rothner and Coetzer(2005) in their research psychological well-being and job satisfaction of employee in a financial institution. The results showed that self-efficacy, positive affect, sense of coherence and job satisfaction correlated positively with one another, while negative affect had negative correlations with the other constructs. Self-efficacy, positive and negative affect and sense of coherence predicted 19% of the variance in job satisfaction. Sense of coherence was a significant predictor of job satisfaction. No differences in terms of biographical characteristics in the experience of self efficacy, positive affect, negative affect, sense of coherence and job satisfaction could be found. Dawson and Veliziotis (2013)on the research on Temporary employment , job satisfaction and subjective well- being they found that a large proportion of the difference in self-reported well-being between permanent and temporary employees appears to be explained by differences in satisfaction with job security. Other dimensions of job satisfaction are found to be less important. In fact, after controlling for differences in satisfaction with security between contract types, our results suggest that temporary employees report higher psychological well-being and life satisfaction. This leads us to believe that an employment contract characterized by a definite duration lowers individual well-being principally through a heightened feeling of job insecurity.

Olatunde and Odusanya (2015) on the research job satisfaction and Psychological well-being among mental health nurses. The Minnesota satisfaction questionnaire was used to assess job satisfaction among 110 psychiatric nurses a questionnaire was used to elicit socio-demographic variables while psychological well-being was evaluated using the General health questionnaire. Study shows that job satisfaction and psychological well-being had positive significant relationship. Majority of these nurses reported positive psychological well-being (84.5%), while 15.5% had psychological distress.

Statement of the problem

According to previous research and theoretical supposition and literature review the present research is planned with the following statement of the problem is “To Study the job satisfaction and well-being among primary and secondary teachers.”

Objectives

- a) To study the job satisfaction and its facts in relation to well being among primary and secondary teachers.
- b) To study the gender differences according to well being.
- c) To study the gender differences according to job satisfaction.

Hypotheses

- i. Male teachers will have high job satisfaction than female primary and secondary teachers.
- ii. Female Teachers would have higher score on well being than male teachers.
- iii. There is positive co-relation between job satisfaction and well being among primary and secondary school teachers.

METHODS

Samples

All the sample were collected from Pune district of Maharashtra from various primary and secondary schools. There were 100 males and 100 female teachers. Purposive sampling method is used for data collection. Minimum five years of teaching experience is considered only. Group testing sessions were arranged for selection of teachers. Clear and loud instructions were given to them. There is no time limit for test but as soon as possible complete it. First job satisfaction was administered and then well being test.

Tools used for Data Collection

Following tools were used for the Data Collection in this present research.

1. Job Satisfaction scale by Dixit (1993).

This scale was developed by Dr. Meera Dixit This scale is likert type five point scale and its contents 52 items. Subject should give responses through strongly agree, agree. Uncertain, disagree and strongly disagree. For the construction of Hindi version back translation method was adopted. Reliability of the scale was determined by split half method and test retest method. The split-half reliability is .93 and test retest reliability is .87. Job satisfaction scale has high validity

2. Friedman well-being scale by Friedman (1992)

The Friedman Well-Being Scale consists of a series of 20 bipolar. It usually takes 2-3 minutes to complete. The instructions are quite simple and easy to self-administer. It has 0 to 10 ratings. The reliability of the Friedman Well-Being Scale has been assessed in a number of ways. First the alpha coefficients for the total scale which is .90 To .96 which is quite high. Freidman well being scale has high validity.

RESULTS

Table 1: Shows that t value of job satisfaction and well being among primary and secondary teachers.

Variables	Male		Female		t-value	p
	Mean	SD	Mean	SD		
Well Being	146.78	28.33	148.91	29.85	0.52	N.S
Job Satisfaction	102.18	31.08	101.97	31.81	0.04	N.S

Note. df = 198, N.S = Not significant value

Descriptive statistics were used for analysis of data Table 1 shows that obtain values of primary and secondary teachers on the gender differences among job satisfaction and well being. On the job satisfaction the obtain value of male teachers (M= 102.18, SD=31.08) is not higher (t=0.04) than female teachers (M=101.97, SD=31.81). However no significant difference on job satisfaction on gender was found it means that the female teacher would not have differ than male on job satisfaction. In this, the hypothesis 1st is stating that the male teachers will have high score than female primary and secondary teachers is rejected.

On well being the obtain value of male teachers are (M=146.78, SD=28.33) is lesser (t=0.52) than female teachers (M=148.91, SD= 29.85) it shows that there is no any significant difference on well being on gender was found. It means female teachers do not differ from male teachers on well being. In this, the hypothesis 2 stating that the female teachers would have higher score on well being than male is rejected.

Table 2: Shows the correlation among job satisfaction and well being.

	Wellbeing	Job Satisfaction	Region	Experience
Wellbeing	1			
Job Satisfaction	-.09	1		
Region	.14	.08	1	
Experience	.14	.03	-.22	1

The table 2 shows that there is no correlation among the variables used in the present study. On the basis of the present findings it can be concluded that Hypothesis 3 stating “There is positive correlation between job satisfaction and well being among primary and secondary school teachers” is rejected.

DISCUSSION

In this study all the hypothesis get rejected first hypothesis was “Male teachers will have high job satisfaction than female primary and secondary teachers”. Male and female teachers have same kind of job and duties in their schools. Female teacher have also did the same work there, teaching as well as administrative work also female teacher have also doing both kind of job very confidently they are also home maker. Previous research findings also support for that. Second hypothesis was “Female Teachers would have higher score on well being than male teachers”. It is also get rejected both male and female teacher has been maintain there psychological health well they have control their emotional health also try to make very healthy and happy environment on their job and home. Male and female teacher have positive functioning, personal strength and good mental health, they are happy with their life, as well as they are satisfy with their job, achievement and salary. The third hypothesis is also rejected in this study hypothesis was “There is positive co-relation between job satisfactions and well being among primary and secondary school teachers”. Previous study also stated that there is no correlation between job satisfaction and well being. Because job satisfaction most of the time depend on work motivation, nature of work, salary and job place. Apart from that well being is depending on satisfaction of life, happiness, resilience, and mental health.

CONCLUSIONS

- i. Male teachers haven't shown high job satisfaction than female teachers.
- ii. Female teachers haven't shown high score on well being than male teachers.
- iii. There is no any correlation shown between job satisfaction and well being among school teachers.

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