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## WELL BEING OF PHYSICAL EDUCATION TEACHERS WORKING IN SCHOOL: A COMPARATIVE STUDY

**Dr. Naseem Ahamed Khan**

**MPGC, Lucknow.**

### ABSTRACT:

*In the present time a physical education teacher is engaged in multiple acts such as father, husband, father-in-law and employer etc. for man and mother, wife, mother-in-law etc. for the woman. These role and responsibilities are thrust on them by the society in that they live and it is also considered that these are all normal and routine work and nothing extraordinary. Over the years, formal attentions have been paid to the problems of the family adjustment. Physical education teachers are confronted with problems regarding their school, home life, school experiences, interaction with colleagues and social relationships. But these roles and*

*responsibilities often developed several kinds of stresses, maladjustment and affect their psychic well-being which is responsible for mental conflicts. A person with the least mental conflict will be in a better position to concentrate and perform wholeheartedly in other pursuits of his life. Indirectly it can be inferred that in physical education and sports, a person with fewer family problems will perform his professional responsibility more efficiently than a person who is suffering from mental conflicts. Therefore this variable has been considered to one of the important parameters to be included in this study.*

**KEYWORDS:** *physical education, colleagues and social relationships.*

### INTRODUCTION :

A person with better psychological well being is considered to be a balanced person. He will perform his all responsibilities more intelligently, diligently and efficiently. The investigation of this characteristic will provide insight into the physical education teachers to modify their lifestyle to achieve the quality of becoming a psychological well-being person, to be successful in the profession and achieve job satisfaction.

The concept of well-being is difficult to define since it includes affective, cognitive and motivational aspects of life experiences with a subjective feeling of satisfaction. There are so many terms such as 'satisfaction, happiness, hope, optimism, positive mental health, and quality of life which are option interchangeably used as an equivalent of well-being. These are the examples of the constructs, which are sometimes involved in cause-effect studies, sometimes in prediction criterion studies. The dimension of human behavior which is studied in the present study is psychological well-being. Nowhere the

relevance of psychology to humans is more evident than subjective well being or psychological well being, which is to do with peoples feeling about their everyday life activities (Bradburn, 1969, Campbell, 1976, Warr, 1978). Such feelings range from negative mental states (anxiety, depression dissatisfaction, unhappiness etc.) to positive aspects of life (good health, satisfaction, happiness etc.). Psychologists have relatively recently started studying it, but coming up with a lot of good fruits of it in spite of their short period of studying; Argyle, 1987; Diener, 1984, strack et al; 1991. General well-being is defined as

the subjective feeling of contentment, happiness, satisfaction with life experience and of one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc." (Verma & Verma, 1989). They put emphasis on the term 'subjective' well being because they attribute that the above-mentioned aspects cannot be evaluated objectively. General well-being is a part of the broad concept of positive mental health, which is not a mere absence of disease or infirmity (Verma, 1988). Verma (1988) opines that the absence of psychological well-being /ill health does not necessarily mean the presence of psychological well-being. A person can have both conditions poor, both conditions good and, any one of them good, with all its accompanying results. Psychological well-being is a person's evaluative reaction to his or her life-either in terms of life satisfaction 'cognitive evaluation' or affect 'ongoing emotional reactions' (Diener & Diener, 1995).

The most important feature of well-being, according to Geeta, is emancipation from anxiety-producing fixations and attachments. The Koran talks about *saber*, *tawakkul* and *Ghazali* made a distinction between three verse kinds of expression of personality. One of the three expressions, *nafsemutmaina*, is contented and satisfying soul; it is opposite to *nafs-al-law am* the admonishing or troubled soul.

For the present study, a random sampling method was used for the collection of data. For the present study random sampling method was used for the collection of data.

The sample of the subject consists of two hundred (N=200) male and female, married and unmarried subjective physical education teachers living in a joint or nuclear family belonging to western Uttar Pradesh of different private and government senior secondary schools of rural and urban areas were selected as the universe of the investigation. Data was collected through the questionnaires that were distributed to the physical education teachers who were working in the private and government senior secondary school. The sample was also further split on the basis of a socio-demographic variable, type of family (joint = 113 and nuclear = 87). The teacher's length of service was from 3 years to 18 years. The education level of government school teachers was graduate/post-graduate with C.P.Ed, D.P.Ed, B.P.Ed, M.P.Ed, degree. The education level of private school teachers was from graduate to postgraduate degree with or without C.P.Ed, D.P.Ed, B.P.Ed, and M.P.Ed. Degree.

The psychological well-being scale (PWBS) developed by Nishizawa (1996) was used to assess the psychological well-being of the school teachers. The scale comprised of (39) statements, which measure eight (8) dimension of psychological well-being like (1) They are good mental health, (2) Poor mental health, (3) Social supports, (4) Social stressors, (5) Work supports, (6) work stressors, (7) Personal supports, (8) Personal stressors;

Each factor consists of five items. The PWBS was found to serve a reliable and valid indicator of people well-being in that Cronbach Alpha 0.7-0.8; test-retest reliability (month interval) 0.79; Convergent validity with Goldbergs 12-item GHQ ( $r=0.83$ ) and Kozma and Stones' MUNSH ( $r=0.82$ ).

**Table No.1 Comparison between the male and female Physical education teachers of government and private schools on the variable of psychological well-being.**

**Table No-1**

	N	SD	Mean	Z
Male	134	5.01	118.80	.79
Female	66	5.39	117.38	

[Z]<sub>cal</sub>, = 0.79

[Z]<sub>tab</sub>, = 1.96

Data of the table revealed that  $[Z]_{cal} = 0.79$ , is less than  $[Z]_{tab} = 1.96$  this statistical finding shows that there is no significant difference between male and female physical education teachers at 5% level of confidence on the variable psychological well being, though the mean value of the male is more it is negligible.

**Table No-2 Comparison between the Physical Education Teachers working in Government and Private Schools on the variable of psychological well-being.****Table No-2**

	N	SD	MEAN	Z
Government	99	4.53	118.96	0.76
Private	101	5.71	117.74	

[Z]cal, =0.76

[Z]tab, =1.96

Table 2 revealed that [Z]cal = 0.76 is greater than [Z]tab = 1.96. This statistical finding shows that there is no significant difference between physical education teachers working in government and private schools on the variable of psychological well-being.

**Table No3- Comparison of the variable of the Psychological well being between teachers working in Urban and rural areas.****Table No-3**

	N	SD	MEAN	Z
Urban	100	5.85	117.42	0.73
Rural	100	4.24	119.27	

[Z]cal, =0.73

[Z]tab, =1.96

It is evident from the table 3 that [Z]cal = 0.75, is less than [Z]tab=1.96 this statistical finding shows that there is no significant difference between physical education teachers working in Urban and Rural areas on the variable of Psychological well-being. Teachers working in rural areas have scored higher on the variable as compared to the teachers working in urban areas that may be because of the social obligations.

From the above three tables, it can be concluded that there is no significant difference between male and female whether working in private or government in a rural or urban area on the variable of psychological well being.

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