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AN ATTEMPT TO EXAMINE THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL BEING AND LIFE SATISFACTION OF SCHOOL TEACHERS

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ABSTRACT

Both the quality of teaching and the overall efficacy of learning settings are impacted by instructors' own happiness and sense of well-being. A group of 320 teachers were chosen at random. The researchers used two different scales to gauge participants' emotional health and contentment with life: the Psychological Well-Being Scale (PWS) and the Satisfaction with Life Scale (SWLS). The data was analyzed using a variety of methods, including descriptive statistics, the t-test, analysis of variance, and bivariate correlation. There is a statistically significant relationship between level of education and happiness ($p= 0.006$). Satisfaction with life was connected to mastery of one's surroundings ($r= 0.287$, $p= 0.002$), personal progress ($r= 0.258$, $p= 0.006$), supportive connections ($r= -0.189$, $p= 0.042$), having meaning in one's life ($r= 0.271$, $p= 0.003$), and accepting oneself ($r= 0.309$, $p= 0.001$). Keeping in mind the connection between happy educators and happy students and a thriving educational system.

Keywords: Psychological well-being, Satisfaction, Education, Life, Emotion

I. INTRODUCTION

Teaching is a profession known for its rewarding nature, offering teachers the opportunity to make a lasting impact on the lives of their students. Yet, it is equally recognized as a profession that demands dedication, resilience, and adaptability. The demands placed on educators have evolved over time, driven by shifts in pedagogical approaches, advances in technology, and changes in the social fabric. In recent years, educators have faced unprecedented challenges brought about by the global pandemic, which has further highlighted the need to understand and support their psychological well-being [1].

The psychological well-being of teachers encompasses various dimensions, including emotional, cognitive, and social aspects. Emotional well-being involves managing stress, dealing with emotions effectively, and maintaining a positive outlook despite the challenges that arise in the teaching profession. Cognitive well-being pertains to the mental processes of teachers, such as their sense of competence, self-efficacy, and their ability to engage in reflective practices [2]. Social well-being, on the other hand, focuses on the quality of interpersonal relationships, both within the school environment and in their personal lives. Each of these dimensions is interconnected, influencing one another and collectively shaping a teacher's overall psychological well-being [3].

Moreover, the satisfaction of life, often referred to as life satisfaction or subjective well-being, encompasses a broader perspective that goes beyond the specific context of teaching.

It reflects an individual's evaluation of their life as a whole, taking into account various domains such as work, relationships, health, and personal fulfillment. For teachers, life satisfaction is influenced not only by their experiences within the classroom but also by the harmony between their professional and personal lives. Balancing the demands of teaching with personal aspirations and commitments contributes significantly to their overall life satisfaction [4].

The connection between teachers' psychological well-being and their effectiveness in the classroom has been widely acknowledged. Educators who experience higher levels of well-being are more likely to create positive and engaging learning environments, which in turn foster better student outcomes. When teachers are psychologically thriving, they are better equipped to manage classroom dynamics, promote effective communication, and respond to the diverse needs of their students. On the contrary, teachers facing burnout, stress, or diminished well-being may struggle to maintain their enthusiasm and commitment to teaching, potentially compromising the quality of education they provide [5].

II. REVIEW OF LITERATURE

Piñeiro-Cossio et al., (2021) [6] In recent years, there has been a rise in awareness of the need to improve young people's mental health. The mental well-being of kids may be greatly influenced by their participation in extracurricular activities such as sports and physical education programs. The researchers set out to analyze existing initiatives with the goal of improving residents' mental health in this environment. To do this, we conducted a literature review based on the following. Twenty-one papers fulfilled the requirements for inclusion. The findings revealed that treatments to improve students' mental health predominantly targeted those in secondary school and employed a broad variety of approaches (traditional and novel sports, physical exercise, games, etc.). Since there was no agreement on how to define psychological health, several different techniques and instruments were developed to evaluate it. Some research has also linked self-determination and meeting one's core psychological needs to psychological well-being. Finally, we use the results of this research to define the concept of mental health in the context of physical exercise.

Ulukan et al., (2021) [7] The goal of this research was to find out whether physical education instructors in the Aegean Provinces of zmir, Afyonkarahisar, and Mula were more likely to be happy if they had greater levels of psychological resilience and patience. The relational scanning research method was applied in this descriptive study. There were 336 PE teachers who filled out the survey, 182 (54%) of whom were male and 154 (45.8%) of whom were female. The data was gathered using the Brief Resilience Scale (BRS), the Patience Scale, and the Oxford Happiness Questionnaire. The information was analyzed using SPSS 25, a statistical program. We used statistical methods of correlation and regression as well as more traditional methods of data description. Physical education teachers were found to have average levels of psychological resilience, patience, and happiness. Researchers found some evidence of a favorable relationship between physical education teachers' levels of psychological resilience, patience, and happiness, with resilience and patience functioning as important predictors of happiness.

Almeida et al., (2019) [8] The focus of this study was to determine whether and how students' physical education (PE) engagement influenced their school life, happiness, and academic success. A case study was conducted on students in a vocational school known for academic failure. Students between the ages of 15 and 24 ($M = 17.95$, $SD = 1.79$) completed a survey (Fernandes et al., 2010) that included questions about their demographics, academic performance, and happiness at school, as well as a version of Ryff's Psychological Well-Being Scales designed for young people. Students who took part in physical education on a regular basis had lower rates of psychological distress, greater levels of school satisfaction, and fewer overall retentions, according to a correlational study. In a summary, studies have shown that vocational students who are engaged in their physical education classes do better academically (in terms of both grades and overall happiness with school) and psychologically (in terms of both individual and societal well-being).

İlğan et al., (2015) [9] Analyzing public school teachers' QSWL and PWB helped us understand more about the elements that impact their mental health. Using a cluster random sample technique, information was gathered from 784 teachers in 120 classrooms across six provinces in Turkey. The majority of these answers came from the Psychological Well-Being Scale and the Quality of School Work Life Scale, two verified surveys. Teachers' Quality of School Work Life was rated as average, whereas their Psychological Well-Being was rated as much higher. The results of the research show that there are variances in instructors' QSWL levels in relation to a number of demographic factors. In addition, the teachers' ratings of their Quality of School Work Life reflected their Psychological Well-Being by stepwise linear regression analysis. The results are compared to earlier studies, and then the study's shortcomings and next steps are highlighted.

Sisask et al., (2013) [10] This study set out to answer the question, "Do teachers believe they can help students with mental health issues as part of a school-wide strategy to mental health promotion?" by examining the relationship between teachers' satisfaction with school and their own subjective psychological well-being. Saving and Empowering Young Lives in Europe (SEYLE) is an EU-funded research project that collected cross-sectional data as part of FP7. Teachers' and researchers' views on students' and their own mental health, as well as their impressions of and satisfaction in the classroom, were evaluated as part of the SEYLE study. Setting A random sample of schools from the SEYLE study sites across 11 European countries was chosen using inclusion and exclusion criteria. The research used a cross-sectional database that includes responses from 2485 teachers across 158 schools. Method We developed a logistic regression model to predict how often respondents would agree that teachers can help children cope with mental health issues. To quantitatively examine the relationship between teachers' subjective psychological well-being and school satisfaction, the authors of this research used a logistic regression model with many relevant parameters incorporated. The best model was found after rigorous testing over several iterations. Results Logistic regression models showed that when teachers reported greater satisfaction with the school environment, greater psychological well-being, and greater capacity to understand students' mental health concerns, they were more likely to be willing to assist students with these issues. Conclusion Schools that care about their students' mental health will invest in

creating welcoming classroom settings, placing value on teachers' subjective psychological health, and preparing them to serve the "gatekeeper" role. In line with the school-wide focus on mental health, some suggestions are offered.

III. RESEARCH METHODOLOGY

Descriptive studies such as this one are included. The cross-sectional study methodology was employed, which is an observational research approach that aims to examine several variables simultaneously in individuals. Educators' emotional well-being and sense of fulfillment on the job were the focus of this research.

The factors were measured when instructors in schools participated in a workshop on improving educators' ability to instruct from a sports psychology perspective. Researchers provided training materials to instructors and followed up with a questionnaire. There are 320 new educators in the classroom.

The researchers employed a questionnaire to inquire about the mental wellness of educators and their level of work satisfaction. The 18-question PWS has been shown to be valid across its 6 dimensions of autonomy, environmental mastery, personal growth, positive relations with others, a sense of purpose in life, and self-acceptance ($r= 0.50-0.56$, $p=0.87$). Teachers' contentment was calculated using a modified version of the Satisfaction with Life Scale (SWLS). Each of the 5 statement questions in the questionnaire has a list of options for a thorough response. With a score between 0.57 and 0.75, the questionnaire was deemed valid; with a score of 0.87, it was deemed trustworthy. The two surveys were combined into one Google Doc with four sections for consent, identification, questions, and answers. Name, gender, age, degree of education, occupation, and marital status are all included in the identity section of the form. Each respondent's degree of agreement is used to assign a numerical value to their response. The incoming data was analyzed using a variety of statistical methods, including descriptive statistics, a t-test, analysis of variance, and bivariate correlation.

IV. DATA ANALYSIS AND INTERPRETATION

Demographic Profile of the Respondents

Respondents' basic characteristics are broken down into five categories: gender, education level, employment, marital status, and age. Table 1 displays the results of t-test and ANOVA analyses conducted to examine whether or not respondents' major character has a link to school teachers' psychological wellness and life satisfaction.

Table 1 Demographic Profile

Socio-demographic characteristic	Psychological wellbeing		Satisfaction of life	
	Mean (SD)	p	Mean (SD)	p
Gender				
Male	83.0 (8.02)	0.118	31.0 (4.18)	0.040*
Female	80.3 (8.32)		30.9 (3.98)	
Qualification				
Bachelor	82.3 (8.22)	0.833	30.7 (4.24)	0.006**

Professional/ Magister	81.8 (7.83)		32.9 (1.88)	
Marital status				
Married	82.3 (8.35)	0.905	31.0 (4.13)	0.961
Single	82.6 (5.93)		30.9 (4.07)	
Age				
20-30	82.1 (8.13)	0.59	31.3 (4.27)	0.751
31-40	81.3 (7.52)		30.9 (4.05)	
41-50	83.1 (9.44)		31.6 (3.22)	
51-60	83.8 (8.68)		30.3 (4.70)	

Both emotional health ($p= 0.118$) and life satisfaction ($p= 0.962$) are not influenced by the gender variable. Other studies have failed to provide an explanation for this discrepancy, despite the fact that they have shown that women report much greater levels of life satisfaction than males do. Unfortunately, this study contradicts the last one, finding that males do better than women. These findings suggest that women experience higher levels of stress than males, leading to less overall happiness. Unlike the case with mental health, educational attainment is a factor in life happiness ($p= 0.006$). Increased trust in Indonesian society is correlated with higher levels of education, which in turn boosts people's perceptions of their own value. Findings from other research will be presented here to support the idea that an individual's degree of social trust and education can help to explain their level of life happiness.

Happiness and life satisfaction were not affected by married status ($p= 0.905$ and 0.961 , respectively). Social support is a crucial aspect in determining the exact link between marital status and happiness. Unfortunately, this phenomena cannot be further explained because social support was not investigated in this study. Both emotional health and life contentment were unaffected by age ($p= 0.59$ and $p= 0.751$, respectively). It would seem that the Covid-19 epidemic has prompted a consensus among educators on a number of issues related to their profession. This lends credence to the conclusions of prior studies that further in-depth examination of the age difference is required to elucidate the connection with contentment.

Correlation between Psychological Well Being and Satisfaction School teachers

Teachers' levels of work satisfaction and their psychological well-being are shown in Table 2 from a Spearman correlation research.

Table 2. Correlation between psychological well-being and satisfaction School teachers

Variable		Total psychological well-being	Satisfaction life scale
Total psychological well-being	r	1.000	0.150
	p		0.112
Autonomy	r	0.622**	-0.152
	p	0.000	0.096
Environmental Mastery	r	0.535**	0.287**
	p	0.000	0.002

Personal Growth	r	0.536**	0.258**
	p	0.000	0.006
Positive Relations	r	0.492**	-0.189*
	p	0.000	0.042
Purpose in Life	r	0.494**	0.271**
	p	0.000	0.003
Self-Acceptance	r	0.601**	0.309**
	p	0.000	0.001

There is no one fundamental attribute of respondents that impacts psychological well-being, as determined by a statistical test of the effect of these factors on respondents' well-being and life satisfaction. On the other hand, only educational attainment has any bearing on life satisfaction. The topic of emotion regulation needs to be brought up in order to interpret these results in the context of the present Covid-19 epidemic. The ability to control one's feelings is linked to contentment with one's life. Emotion regulation is the practice of assessing and altering emotional states by the use of rational thought. When it comes to overcoming negative emotions like anxiety and sadness, a person's mental health is a crucial factor in the effectiveness of emotion regulation. Numerous research have shown a correlation between teachers' (a measure of their) psychological well-being and pupils' (a measure of their) learning. Therefore, this discovery is useful for both describing the teacher's state of mind and making predictions about the students' experiences.

V. CONCLUSION

Exploring teachers' emotional health and happiness has shed light on the essential part they play in creating the future. Their well-being is a cornerstone of effective education, and as such, it demands ongoing attention, research, and action. The insights from this study emphasize that supporting teachers' well-being is not merely a moral imperative; it is an investment in the quality of education and the overall well-being of students and society. By recognizing the multidimensional nature of teachers' experiences, advocating for their needs, and implementing targeted interventions, we can foster an environment where educators thrive and continue to inspire generations to come.

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