



Psychological Well Being Primary School Teachers in Hyderabad

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Abstract: Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors. Teacher wellbeing is one of the priorities, as there is now overwhelming evidence that teacher wellbeing is critical to student wellbeing. The present paper discusses the psychological wellbeing of primary school teachers of both government and private schools. It was interesting to note from the study that in many dimension of psychological scale there was no significant difference between government and private school teachers. A significant difference can be found between government and private school teachers in areas like Environment mastery, personal growth and purpose in life. On these dimension more number of private school teachers scored high than the government school teachers.

Key words: sickness, workload, change, conflict

Introduction

The concept of well-being refers to optimal psychological functioning and experience. There is an increasing awareness that, positive affect is not the opposite of negative affect (Cacioppo & Berntson, 1999), well-being is therefore not the absence of psychopathology or mental illness. Teacher wellbeing is one of the priorities, as there is now overwhelming evidence that teacher wellbeing is critical to student wellbeing. Teachers who are stressed and burnt out cannot be as effective in the classroom, they lose their ability to be flexible and tolerant and struggle to be motivated or give of their best. The pressures teachers face are unique. Teaching is important and perhaps it is the most important in the society. The well-being of today's teachers affects the well-being of society tomorrow. The profession however is approaching a collective nervous breakdown. Teachers suffer greater levels of stress than comparable occupational groups. The causes of stress within the profession are well documented. They

include personal problems, long-term sickness, workload, change, conflict at work and pupil discipline. The physical and emotional well-being of a profession that faces considerable and unique pressure as the teaching profession that shapes the society of the future and indeed, the nation's future wealth, in all its guises is an all-important issue. Unless the well being of individual teachers is improved, standards of education and that of the educational experience of young people will suffer. This has far-reaching financial, economic and social consequences for the nation. Teachers' work today is multifaceted as they undertake not only teaching but also matters associated with curriculum, students, parents, the school community and departmental initiatives.

Objective

To study the psychological well-being of primary school teachers working in government and private schools of Hyderabad.



Sample: A sample 50 primary school teachers of which 25 are from government schools and 25 are from private schools of Hyderabad

Tools: Ryff's Psychological wellbeing scale was administered to sample selected

Results and Discussion

Table 1: Distribution of sample on Ryff's psychological scale of well being

S.No	Dimensions	Government school teachers N=25			Private school teachers N=25		
		Low	Average	High	Low	Average	High
1.	Autonomy	4(16%)	10(40%)	11(44%)	3(12%)	9(36%)	13(50%)
2.	Environmental Mastery	3(12%)	8(32%)	14(56%)	2(8%)	6(24%)	17(68%)
3.	Personal Growth	4(16%)	11(44%)	10(40%)	3(12%)	7(28%)	15(60%)
4.	Positive relation with others	3(12%)	7(32%)	15(60%)	4(16%)	8(32%)	13(50%)
5.	Purpose in life	5(20%)	10(40%)	10(40%)	2(8%)	9(36%)	14(56%)
6.	Self acceptance	4(16%)	9(36%)	12(46%)	3(12%)	10(40%)	12(46%)

From the above it can be inferred that Government school primary teachers 16 percent of them showed low autonomy, whereas 40 percent scored average on autonomy and 44 percent of them scored high in autonomy. It was interesting to note that in autonomy dimension of the scale 50 percent of the private school teachers scored high. On average it can be said that 50% of the selected primary teachers had high autonomy which indicates that they are self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards. In environment mastery 56 percent of government school teachers and 68 percent of private school teachers scored high showing that they have sense of

mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values. It was interesting to note that 32 percent of government teachers and 24 percent of private school teachers scored average in this dimension. It was surprising to note in personal growth 60 percent of private school teachers scored high whereas only 40 percent of government school teachers scored high in this dimension. It was encouraging to note that in positive relation with others dimension majority of government and private school teachers scored high. It indicates that they have warm, satisfying, trusting relationships with others; is concerned



about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships. The study further indicates that on average 40 percent of selected sample scored average on dimension of

purpose in life but majority of private school teachers scored high in this dimension. In self acceptance scale half of selected sample scored high (46%) and very less percentage (16%) scored low in this dimension.

Table 2: Difference between Government and Private school teachers on dimension of Psychological well being Scale

S.no	Dimension		Government school teachers	Private school teachers	t test
1.	Autonomy	Mean	27.84	29.42	0.8401
		SD	6.19	6.94	
2.	Environmental Mastery	Mean	28.64	28.79	0.05*
		SD	1.93	1.8	
3.	Personal growth	Mean	25.76	27.33	0.056*
		SD	9.77	9.84	
4.	Positive relation with others	Mean	28.00	26.71	0.47
		SD	9.31	9.65	
5.	Purpose in life	Mean	29.72	31.33	0.03*
		SD	1.76	1.91	
6.	Self acceptance	Mean	29.45	30.75	0.06
		SD	1.39	1.72	

It was interesting to note from the study that in many dimension of psychological scale there was no significant difference between government and private school teachers. A significant difference can be found between government and private school teachers in areas like Environment mastery, personal growth and purpose in life. On these dimension more number of private school teachers scored high than the government school teachers.

Conclusion: From the study it can be concluded that Primary school teachers of both government and private school teachers performed well on psychological well being scale. Only very less percentage were low scorers in the study. Another interesting result which was found was there was no significant difference between the two selected groups except in some areas like environment mastery, purpose in life and personal growth.



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