

IMPACT OF GENERAL WELL-BEING OF CHANDIGARH TEACHERS ON THEIR JOB SATISFACTION

Sudha S.^{1*}, Verma S.², Sharma A.³

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^{1*} Sakshi Sudha, Research scholar, , Panjab University, , Chandigarh, India.

² Sohit Verma, Research scholar, , Panjab University, , Chandigarh, India.

³ Anu Sharma, Associate Professor, , PGGCG -11, , Chandigarh, India.

Male and female high school teachers in both rural and urban areas were surveyed for this study to determine differences in work satisfaction. Two hundred government school educators in the Chandigarh area (one hundred secondary and one hundred elementary school educators) constituted the study's sample. Amar Singh and T.R. Sharma Work Satisfaction Scale was used to assess educator happiness on the job. Compared to their urban colleagues, high school teachers in rural areas report higher levels of work satisfaction. Male high school instructors from either urban or rural areas did not differ from one another. Nonetheless, there are notable differences between rural women and their metropolitan counterparts who are educators.

Keywords: Teachers, Well-being, Mental health, Job satisfaction

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Introduction

When it comes to building up a country's people resources, education is paramount. The long-term success of every nation depends on the caliber of its workforce. When it comes to establishing a social order founded on the principles of freedom, social fairness, and equal opportunity, education has shown to be a crucial component in attaining quick development and technical advancement.

High levels of knowledge, competences, and skills are regarded the most fundamental condition of active citizenship, gainful work, and social cohesion, making the quality of school education one of the most essential markers for development. The school's entire culture and climate, as well as the training and ability of its teaching staff, all contribute to the quality of its educational environment, which in turn influences students' academic performance. Teachers have a pivotal role in shaping the future of their students and the community at large. Teachers have an indisputable role in student learning. Finding qualified educators to teach our children is both a pressing concern and a fundamental educational goal and duty. With access to qualified educators, there is a good chance of improving students' academic performance.

Throughout the history of humanity, education has been recognized as a crucial component of every successful society. The level of education a population enjoys may be used as a barometer of its human resource development in the context of the larger paradigm of progress. To improve, create, and excel this is humanity's deepest calling. Education is a systematic and ongoing process of teaching that aims to instill a person with the information, abilities, and worldview necessary to participate successfully in society. It's widely seen as humanity's best hope for overcoming the difficulties of the future, since it's the one thing that can unlock the doors to peace, development, and prosperity.

The success of these institutions is primarily due to the efforts of its educators. The role of teacher is very crucial in the educational structure. Also, "You cannot have good school until you have good instructors," as stated in Delor's Report (1996). There can be no high quality education without similarly qualified educators. The quality

And efficacy of educators has a significant impact on students' learning outcomes.

Job Satisfaction

To be happy in one's employment is to have a positive attitude about one's work. It happens when an employee's needs and desires are compatible with those of their employer. In other words, it quantifies how well the worker's hopes and the job's actual benefits, values, and incentives line up.

According to Buitendach and de Witte (2005), an individual's circumstances, including their wants, values, and expectations, shape how they see their employment and, in turn, how satisfied they are with their career. Thus, people rate their employment based on criteria that they find meaningful.

According to Reio and Kidd (2006), employee contentment at work is described as "the sentiments an employee feels regarding his or her job or experiences relative to prior knowledge, current conditions, and potential future outcomes."

Based on these descriptions, it's safe to say that job satisfaction is a feeling of contentment with one's employment. To experience job satisfaction, one must feel that their work contributes to the fulfillment of essential workplace values, and that these values are consistent with their own needs. Researchers in the field of education are increasingly curious not just in teachers' levels of work satisfaction but also the factors that contribute to those levels. Being noticed, accomplishing goals, and doing meaningful work are what really make a difference in the workplace. Work-related variables can occasionally offer people opportunities for personal growth, professional development, and job satisfaction.

The following objectives have been formulated for the present study

- To study impact of general well-being of Chandigarh teachers of high and primary schools on their job satisfaction
- To compare impact of general well-being of male Chandigarh teachers of high and primary schools on their job satisfaction
- To compare impact of general well-being of female Chandigarh teachers of high and primary school schools on their job satisfaction.

Review of Literature

The study by Katuwal et al. (2011) investigates the nexus between occupational contentment and a number of demographic variables. Among other things, the survey showed that the participants were generally dissatisfied with their jobs. Apart for the correlation between experience and family income and work happiness, further examination of the data revealed no significant link between any of the selected personal traits of the university employees and their level of job satisfaction.

Educators' health was investigated by Kaur et al. (2014). Teachers are crucial to the development of every nation. So, in this context, teacher educators, i.e., the teachers of would-be teachers have to play a crucial role, as the pupils and society at large benefit much from their well-being. No statistically significant differences in educators' sense of well-being were found between teachers of different sexes or between teachers of different subject areas.

The authors Singh et al. (2014) sought to compare male and female educators' psychological capital and sense of well-being by examining the impact of their gender. A total of 100 instructors (50 of each gender) with at least five years of teaching experience were chosen at random from institutions in Chandigarh. Their ages ranged from 35 to 50. The current investigation made use of the Psychological Capital Questionnaire and the Adult Personal Well-Being Index. The statistical significance of the difference between the means of male and female educators was evaluated using the T-test.

Yogita et al. (2015) analysed the ways in which instructors in both regular and special education cope with stress. The Stress Management Scale (1997) created by Dr. Pushpraj Singh and Anjali Srivastava was utilized for this study. One hundred educators were selected at random, with 50 coming from the special education department and the other 50 from the regular education department. The data set was also broken down by gender. It was shown that special education instructors handled stress less effectively than their general education counterparts.

Beri et al. (2016) investigated the correlation between primary school teachers' job satisfaction and their psychological capital and personal well-being. A total of 150 educators (75 male and 75 female) from public and private schools in the Jalandhar area participated in the survey. The information was gathered using a descriptive survey. Self-Esteem Scale by Morris Rosenberg and the Work Satisfaction Scale by Dr. Amar Singh and T.R. Sharma were used to compile the data. After looking at the numbers, researchers concluded that female educators with higher self-esteem report greater job satisfaction.

In the present study, conducted by Barman et al. (2017), the researchers attempted to measure the degree to which teacher educators in various B.Ed. institutions across West Bengal were satisfied with their jobs in relation to a variety of demographic and background factors. The researchers opted for a Descriptive Survey approach for their analysis. The 405 participants are teacher educators at West Bengal's public, private, and non-profit B.Ed institutions. In this study, participants were selected using a stratified random sampling method. The researchers have created their own questionnaire using the five-point Likert scale, which includes the options "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" (S.D). Researchers in the current study utilized measures of central tendency and dispersion (Mean and Standard Deviation), tests of statistical significance (t-test and analysis of variance), and graphical displays (graphs).

Women police officers in Hisar and Chandigarh, India, had their work-life balance studied by Amla et al. (2020). A total of 200 female police officers from the police departments of Hisar and Chandigarh (100 from each city) were sampled using a convenient sampling procedure. The study's results showed a favourable correlation between work-life balance and contentment in one's career. Work-life balance was also revealed to have a substantial effect on job satisfaction. Work-life balance also differed considerably by age, years of experience, and degree of education among women in law enforcement. Yet, Gopal et al. (2020) establishes

The association between students' happiness with and performance in online classrooms during the COVID-19 pandemic. Students enrolled in business management (B.B.A. or M.B.A.) or hotel management programs at Indian institutions were surveyed online to obtain data for this quantitative study. An analysis of the hypotheses was conducted using structural equation modelling. Employees' SWB is one of the intervening variables that may affect the correlation between job satisfaction and performance, as shown by the research of Barman et al. (2022). In order to better understand the relationship between JS and JP, a conceptual model was created using the broaden-and-build framework. The study's novel contribution is the implementation of necessary Condition Analysis (NCA). Three hundred ninety-five instructors from independent engineering schools took part in the research. The findings showed that teachers' levels of work satisfaction affect both their immediate and long-term job success.

Hypothesis

H01: Impact of general well-being of Chandigarh teachers of high and primary schools don't differ significantly on job satisfaction.

H02: Impact of general well-being of Chandigarh male teachers of high and primary schools don't differ significantly on job satisfaction.

H03: Impact of general well-being of Chandigarh female teachers of high and primary schools don't differ significantly on job satisfaction.

Methodology

Sample

The present study was conducted upon 100 Government high school teachers (50 male and 50 female) and 100 Government primary school teachers (50 male and 50 female). The sample was chosen purposively from Chandigarh.

Procedure

The data for the study were collected by administering a work satisfaction measure developed by Dr. Amar Singh and T. R. Sharma to the relevant sample. Respected writers' rating guidelines were followed throughout the process.

RESEARCH DESIGN

The current research set out to investigate the relationship between teacher satisfaction with their work and their emotional well-being. Ninety educators were chosen at random for this. A work satisfaction scale was utilized here to get an accurate read on how happy people were with their jobs that Brefild Roth produced. In this case, Parikh's Gujarati adaptation was adopted (1985). A mental health assessment developed by D. J. Bhatt and Ms. Geeta Gida was used to assess their psychological well-being. The Karl-r Pearson's technique was used to examine the degree of correlation, and the t-test was employed to examine the significance of any differences between the groups. What follows is a discussion of the link between work satisfaction and psychological well-being.

RESULT AND DISCUSSION

The primary goal of this research was to examine teachers' perspectives on their jobs and their emotional well-being. The t-test for statistical significance and the r-test for correlation were utilized there. This section will explain the results of the current study.

There is a clear divide between private and public school teachers when it comes to fundamental work satisfaction, as seen in Table-1.

Table - 1: Showing Mean, S.D. and 't' Value of job satisfaction.(N=90)

Enclosed as Annexure 01

Government school instructors averaged 70.72 out of 100, whereas private school teachers only averaged 68.90. (Table-1). The average disparity was 1.82 points. Teachers at public schools were given a standard deviation score of 10.20, while those in private schools were given a score of 9.93. 3.10 was the t-value. This was significant at the 0.01% level. Therefore it seems the first hypothesis was rejected. Sood's supporting scientific evidence (2007) searched the profession of teaching. The end result was consistent with the current investigation. As a result, we may conclude that Sood's findings are consistent with the current ones (2007).

Table - 2 : Showing Mean, S.D. and 't' Value of Well-being(N=200)

Enclosed as Annexure 02

Table 2 shows that when comparing instructors from public and private schools, there is a notable gap in their knowledge of mental health.

The average rating for public school educators was 23.15, while the average rating for private school educators was 20.65. The average dissimilarity between the two sets was 3.09. Teachers at public schools had a standard deviation of 8.84, while those in private schools had a standard deviation of 6.65. A t-value of 4.84, significant at the 0.01 level, indicates that the second hypothesis is false. Proof of research findings provided by Joshi's (1998) study of male and female educators. Consistent findings with the current study this means that Joshi's work lends credence to the current findings (1998).

Table - 3: Showing the Correlation Between job satisfaction and Well-being.

Enclosed as Annexure 03

Table 3 shows that a significant positive association was found between work satisfaction and psychological well-being. A strong positive connection of 0.73 was found between work satisfaction and psychological well-being. The state of one's mind is crucial. A person's mental health may be inferred from whether or not they are content in their current position, and when they are, it's a good indicator that their health is in excellent shape. This suggests that a person's happiness at work rises in tandem with their mental health.

CONCLUSION

As a result of examining the data, we have come to the following conclusion: The following inferences were drawn from the study's findings:

01. Government school instructors report higher levels of work satisfaction and psychological well-being than their private school counterparts.
02. Whole instructor dissatisfaction is taken into account for advancement.
03. Only educators' concerns were addressed in the classroom, throughout training, and in the results of that training.
04. Private school educators have major complaints about their remuneration.

01. Maintaining fairness in institute salary and advancement is a pressing concern. Often, it causes disruptions in management's ability to make decisions, which in turn undermines discipline and stability.

02. Teachers' levels of work satisfaction and psychological well-being varied considerably from one another. Public school educators report higher levels of work satisfaction and psychological well-being than their private school counterparts.

Job contentment and psychological well-being are positively correlated at a high level ($r = 0.76$). This means that, generally speaking, people are happier in their jobs when they are in better health.

LIMITATIONS

Throughout the study's sample collection, no attempt was made to focus on a single aspect. Only educators (teachers) were included in the study. Thus the outcome does not have any bearing on anyone else. Ninety samples are used in the present study. As a result, extrapolating these findings may be fruitless. In this study, questionnaires were the sole method of data collection. Data gathering purposes the samples for this study were chosen at random. Due to the limited scope of this investigation, broad generalizations cannot be drawn and a scientific method has not been applied to the selection of the study's sample. Despite the importance of the study's findings, one of its limitations is that, like one's mental health, one's job happiness must come from inside. Hence, in the real world, everyone has their own unique perspective and approach. Determining the relative importance of a person's work happiness and mental health is a difficult assignment.

SUGGESTIONS

Effectively analyzing more than 90 sample data is possible. Other than questionnaires, there is a wide range of options for data collection. People from all around the country may be surveyed to gauge work satisfaction and psychological well-being, making it easy to select a representative sample. Other sample-selection strategies are available for use as the last flourish in a piece of research.

Annexure

Annexure 01

Table - 1: Showing Mean, S.D. and 't' Value of job satisfaction.(N=90)

Sr. No.	Sample Group	N	Mean	SD	t
1	High school teachers	100	70.72	10.48	3.15**
2	Primary school teachers	100	68.90	9.93	

* P < 0.05, ** P < 0.01, NS = Not Significant

Annexure 02

Table - 2 : Showing Mean, S.D. and 't' Value of Well-being(N=200)

Sr. No.	Sample Group	N	Mean	SD	t
1	High school teachers	100	23.15	8.84	4.84**
2	Primary school teachers	100	20.65	6.65	

* P < 0.05, ** P < 0.01, NS = Not Significant

Annexure 03

Table - 3: Showing the Correlation Between job satisfaction and Well-being.

Sr. No.	Variables	N	Co-relation
1	Job satisfaction	100	0.76
2	General Well-being	100	

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