

Well Being of Secondary School Teachers Predicted on The Basis of Conjoint Effect of Job Satisfaction and Self Esteem

Dr Kanchan

Assistant Professor, Bawa Nihal Singh B.Ed College Sri Muktsar Sahib, Punjab, India

Abstract

The present study is to examine the well being of secondary school teachers in relation to job satisfaction and self esteem. Sample comprised of 500 (200 males and 300 females) teachers from Government school of three districts namely Muktsar, Moga and Ferozepur of Punjab are selected randomly. Data were conducted by using Well Being Scale by Singh, J and Gupta, A (2001) , Job Satisfaction Scale by Dixit, M (1993) and Self Esteem Inventory by Coopersmith, S (1989). The results revealed that Job satisfaction and self esteem were all the significant predictors of well being and they contribute to well being conjointly as well as independently among total, male and female secondary school teachers. The predictive efficacy of two independent variables job satisfaction and occupational stress to explain well being of secondary school teachers was 7.8% of variance for total group, 6.8% of variance for male group as compared to 8.4% of variance for female group of secondary school teachers.

Key Words

Well Being, Job Satisfaction, Self Esteem and Secondary School Teachers

Introduction

No system of education is better than its teachers. The quality of education can rise above the level and the standards of achievement are inseparably inter-related with quality of the teachers. The National Council of Teacher Education (NCTE) document of 1998, stresses that teachers are the torchbearers in creating social cohesion and national integration. Only enlightened and emancipated teachers lead communities and nation by their efforts towards better and higher quality of life. Teaching is a human service profession; in order to teach effectively the teacher must possess sound mental health, self esteem, well being and satisfaction in the job. The nation's well being depends upon teacher's well being. The teachers are the custodians of our future. Due to advancement in every field, life of teachers, too have become more complex and stressful and this contributed to their physical and psychological well being. If the teacher is mentally fit and free from stress and strain, he will teach effectively in the classroom. His wisdom, knowledge will depend upon the level of mental health and their well being. Good well being helps the teacher to motivate and inspire the students. The whole edifice of education stands on the shoulders of the teachers. Well being connotes individual feeling of contentment, happiness, satisfaction with life experience and one's role in the world of work in terms of 'physical', 'mental', 'social', 'emotional' and 'spiritual' aspects. Blalock and Blalock (2002) explained that the overall feelings of well being refers to a state, that implies the ability to balance personal and work life and is associated with physical, psychological, social and spiritual health. Well-being or wellness is often referred to as wholeness of body, mind and spirit in terms of health, prosperity and self actualization" by Maslow (1971). Feldman and Arnold (1993) "Job satisfaction as the amount of overall positive affect (or feeling) that individual have towards their job."

The secondary school teachers are facing new challenges and need to be supported by the educational administrators and the State. In order to strengthen the role of teachers, there is needed to look at well-being of teachers. Self-esteem plays an important part in promoting wellbeing and individuals need to have self-esteem to be satisfied and happy with their lives. The feeling of high self-esteem implies having more control over life and more confidence. Self esteem is a measure of self-acceptance and the ability of self-actualization which has an influence on the well-being of

an individual. A teacher's level of self esteem will influence his/her style of teaching and ability to develop good pupil-teacher relationships. Teachers' levels of Self- Esteem will also have an influence on their perception and expectations of themselves as teachers and of their pupils as learners (Burns, 1984). Stratton and Hayes (1996) described self-esteem as the personal evaluation which an individual makes of herself or himself; the sense of their own worth, or capabilities

Review of Related Studies

Wright (2000) studied psychological well being and job satisfaction as predictors of job performance. It revealed that there is significant positive relationship between psychological well being and composite performance and relative contribution of job satisfaction and psychological well being as predictors of job performance. It also concluded that well being was related to performance ratings beyond the effect of composite job satisfaction.

Baumeister and Bushman (2003) studied the relation between self-esteem and individuals' wellbeing, and concluded that Individuals with high self-esteem often treat one's self positively, when people with high self-esteem face failure, they are more confident, tend to change the situation, and cope with any questions directly.

Schimmack and Diener (2003) investigate the predictability of implicit and explicit self-esteem on subjective well-being. Results indicated that+ an individual's explicit self-esteem is significantly related to subjective wellbeing, while the implicit self-esteem has a low correlation with subjective well- being.

Yoav and Itzhak (2012) found that intrinsic rewards and intrinsic satisfaction are more strongly related to global job satisfaction among individuals who are higher rather than lower in intelligence. Extrinsic rewards and extrinsic satisfaction are more strongly related to global job satisfaction among individuals who are lower rather than higher in intelligence.

Objectives

1. To study the conjoint effect of job satisfaction and self esteem towards the prediction of well being of secondary school teachers.
2. To study the conjoint effect of job satisfaction and esteem towards the prediction of well being of male secondary school teachers.

- To study the conjoint effect of job satisfaction and esteem towards the prediction of well being of female secondary school teachers

Hypotheses

- Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among secondary school teachers.
- Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among male secondary school teachers.
- Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among female secondary school teachers

Sample

For the purpose of the present study 500 (200 males and 300 females) teachers from Government school of three districts namely Muktsar, Moga and Ferozepur of Punjab were selected randomly.

Tools

- Well Being Scale by Singh, J and Gupta, A (2001)
- Job Satisfaction Scale by Dixit, M (1993)
- Self Esteem Inventory by Coopersmith, S (1989).

Statistical Techniques

- Partial and Multiple Regression analysis was done to find out the predictors (contributors) of criterion variable well being among the independent variables of job satisfaction and self esteem.

Results and Discussion

Partial and Multiple Correlation for Well Being with Job Satisfaction and Self Esteem among Secondary School Teachers

The partial and multiple correlation with well being (1) as dependent variable with independent variables namely job satisfaction (2), self esteem (3) was computed. The partial and multiple regression analysis is carried out in theses combination i.e well being as a function of job satisfaction and self esteem, self esteem and job satisfaction. To test the first hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among secondary school teachers was calculated and it has been shown in Table 1

Table 1 : Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Self Esteem of Secondary School Teachers (N =500)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.13	0.017	0.017	1.7%	0.043	2.81**
R _{12.3}	0.17	0.028	0.011	2.8%	0.043	4.79**
R ₁₃	0.23	0.053	0.053	5.3%	0.042	13.99**
R _{13.2}	0.25	0.062	0.009	6.2%	0.042	10.91**
R _{1.23}	0.28	0.078	0.025	7.8%	0.043	14.05**
R _{1.32}	0.28	0.078	0.025	7.8%	0.043	14.05**

**p<0.01

Table 1 indicates that the coefficient of correlation of well being of secondary school teachers with job satisfaction come out to (0.13) and the relationship of well being and job satisfaction does

increase (0.13 to 0.17) when self esteem is held constant among secondary school teachers, thereby, meaning that self esteem does matter to explain well being from job satisfaction among secondary school teachers. The coefficient of correlation of well being of secondary school teachers with occupational stress come out to (0.23). which increase to (0.25) when effect of job satisfaction is held constant. Well being is explained by 1.7% variance attributed to job satisfaction when taken in combination with self esteem there is increase value 0.028 (from 0.017) which may be attributed to job satisfaction. Well being is explained by 5.3% attributed to self esteem when taken into combination with job satisfaction the R value increase to 0.062 (from 0.053) which may be attributed to job satisfaction. When all the two variables are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and self esteem on well being among secondary school teachers turned out to be 7.8% (F= 14.05**, p<0.01). which is significant. So the Hypotheses 1 "Well being predicted on the basis of conjoint effect of job satisfaction and self esteem is not significant among secondary school teachers" stands rejected.

Partial and Multiple Correlation for Well Being with Job Satisfaction and Self Esteem among Male Secondary School Teachers

To test the second hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among male secondary school teachers was calculated and it has been shown in Table 2

Table 2 : Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Self Esteem of Male Secondary School Teachers (N =200)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.10	0.01	0.01	1%	0.070	.98
R _{12.3}	0.12	0.014	0.004	1.4%	0.067	0.91
R ₁₃	0.24	0.058	0.058	5.8%	0.068	6.01**
R _{13.2}	0.25	0.062	0.004	6.2%	0.067	4.31**
R _{1.23}	0.26	0.068	0.058	6.8%	0.068	4.76**
R _{1.32}	0.26	0.068	0.010	6.8%	0.068	4.76**

**p<0.01

Table 2 reveals that the coefficient of correlation of well being of male secondary school teachers with job satisfaction come out to (0.10). Well being and job satisfaction does increase to (0.12 from 0.10) when self esteem is held constant among male secondary school teachers, thereby, meaning that self esteem does matter to explain well being from job satisfaction among male secondary school teachers. The coefficient of correlation of well being of male secondary school teachers with self esteem come out to (0.24) The relationship of well being and self esteem does increase to (0.25 from 0.24) when job satisfaction is held constant among male secondary school teachers, thereby, meaning that job satisfaction does matter to explain well being from self esteem among male secondary school teachers. Well being is explained by 1.% variance attributed to job satisfaction when taken in combination with self esteem and there is change in R value increase to 0.014 (from 0.01) which may be attributed to self esteem. Well being is explained by 5.8% attributed to self esteem when taken into combination with job satisfaction the R value increase to 0.062 (from 0.058) which may be attributed to job satisfaction. When all the two variables

are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and self esteem on well being among male secondary school teachers turned out to be 6.8% ($F=4.76^{**}$, $p<0.01$). which is significant. So the Hypotheses 2 “Well being predicted on the basis of conjoint effect of job satisfaction and self esteem is not significant among male secondary school teachers” stands rejected.

Partial and Multiple Correlation for Well Being with Job Satisfaction and Self Esteem among Female Secondary School Teachers

To test the third hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and self esteem will not significant among female secondary school teachers was calculated and it has been shown in Table 3

Table 3 : Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Self Esteem of Female Secondary School Teachers (N =300)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.17	0.029	0.029	2.9%	0.056	4.45**
R _{12.3}	0.21	0.044	0.015	4.4%	0.055	4.53**
R ₁₃	0.21	0.044	0.044	4.4%	0.055	6.83**
R _{13.2}	0.25	0.062	0.018	6.2%	0.054	6.51**
R _{1.23}	0.29	0.084	0.055	8.4%	0.053	8.98**
R _{1.32}	0.29	0.084	0.040	8.4%	0.053	8.98**

** $p<0.01$

Table 3 shows that reveals the coefficient of correlation of well being of female secondary school teachers with job satisfaction come out to (0.17). Well being and job satisfaction does increase to (0.21 from 0.17) when self esteem is held constant among female secondary school teachers, thereby, meaning that self esteem does matter to explain well being from job satisfaction among female secondary school teachers. The coefficient of correlation of well being of female secondary school teachers with self esteem come out to (0.21), The relationship of well being and self esteem does increase to (0.25 from 0.21) when job satisfaction is held constant among female secondary school teachers, thereby, meaning that job satisfaction does matter well being from self esteem among female secondary school teachers. Well being is explained by 2.9% variance attributed to job satisfaction when taken in combination with self esteem there is increase (0.21 from 0.17) in R value which may be attributed to self esteem. Well being is explained by 4.4% attributed to self esteem when taken into combination with job satisfaction there is increase in R value (0.25 from 0.21) which may be attributed to job satisfaction. When all the two variables are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and self esteem on well being among female secondary school teachers turned out to be 8.4% ($F=8.98^{**}$, $p<0.01$) which is significant. So the Hypotheses 3 “Well being predicted on the basis of conjoint effect of job satisfaction and self esteem is not significant among female school teachers” stands rejected.

Findings

- Job satisfaction and self esteem were all the significant predictors of well being and they contribute to well being conjointly as well as independently among secondary school

teachers.

- Job satisfaction and self esteem were all the significant predictors of well being and they contribute to well being conjointly as well as independently among male secondary school teachers.
- Job satisfaction and self esteem were all the significant predictors of well being and they contribute to well being conjointly as well as independently among female secondary school teachers.
- The predictive efficacy of two independent variables job satisfaction and self esteem to explain well being of secondary school teachers was 7.8% of variance for total group, 6.8% of variance for male group as compared to 8.4% of variance for female group of secondary school teachers. This indicates that predictive efficacy of job satisfaction, and self esteem was of higher magnitude for female group of secondary school teachers as compared to male group of secondary school teachers.

Educational Implications

- Training programme should be organized in secondary schools to promote teachers job satisfaction which influence their well being
- Educational setting should be created to strengthen educational policies so that well being, job satisfaction and self esteem of secondary school teachers should be improved.
- Secondary school teachers should be provided free environment to raise the inner voice which helps in motivating the teachers to meet new challenges.

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