CHAPTER-V
SUMMARY AND CONCLUSIONS

5.1 Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learners’ potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. The Education Commission (1964) pointed out, “the quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development.” An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensure the best possible academic performance and an optimum development of the personalities of the students. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of teachers; it definitely influences his efficiency and performance. Teaching is a human service profession; in order to teach effectively the teacher must posses sound mental health, self esteem, well being and satisfaction in the job.

Well Being

Well being is concerned with how and why people experience their lives in positive ways, including both cognitive judgment and affective reactions. As such, it covers terms as happiness, satisfaction, morale and positive affect. In general now well-being in popular terminology is also known a wellness. The concept of wellness is a dimension of attitude, behavior, thoughts and feelings, which can enhance a subjective sense of well-being and influence the individuals’ attention to self-care and compliance with medical regiments (Melamed, 2000).

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.

Job Satisfaction

Job satisfaction is the combination of two words “Job’ and “Satisfaction”. Job is an occupational activity performed by an individual in return for a reward.
Satisfaction refers to the way one feels about events, people and things. The concept of ‘job-satisfaction’ has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be said that the job satisfaction is widely accepted psychological aspect of effective functioning in any profession. Job satisfaction gives happiness, efficiency and success in one’s professional activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfillment of the set goal. Spector (2005) defined job satisfaction as an attitudinal variable that reflects how people feel about their jobs overall and in certain aspects. In simple terms, job satisfaction is the extent to which people like their jobs. Job dissatisfaction is the extent to which they dislike them.

**Occupational Stress**

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. Occupational stress is that which derives specifically from conditions in the work place. Teaching has become a stressful profession in the present times. The sources of stress for the school teachers generally are: the heavy workload, delayed salaries, duties other than teaching, lack of cooperation from head and colleagues, political interference, students behavior, negative community attitude etc. (Gmelch 1983). Kyriacou (2001) described teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher”

**Self Esteem**

Self esteem expresses an attitude of approval or disapproval and indicates the extent to which a person believes himself or herself capable, significant, successful and worthy. In short, a person’s self esteem is a judgment of worthiness that is expressed by the attitudes he or she holds towards the self. It is a subjective experience conveyed to others by verbal reports and other overt expressive behavior (coopersmith, 1987).

Tesser (2000) described that self-esteem is a global evaluation reflecting our view of our accomplishments and capabilities, our values, our beliefs, other responses to us and even on occasion, our possessions. Low or negative self-esteem is often aversive and is correlated with
depression. Positive self-esteem is thought to be important to psychological adjustment. It is often affected by how well or poorly a person performs, particularly in comparison to others.

### 5.2 Significance

Well being is most useful thought of as the dynamic process that gives people a sense of how their lives are going, through the interchanging between the circumstances, activities and psychological resources a mental capital.

Well being of a person plays a key role in the life of an individual. Well being not only facilitates well adjustment in different walks of life, but also enhances all types of productivity. Contribution of well being is directly linked with prosperity of individual and indirectly prosperity of Nation. Well being is a quality which is essential for the learner as well as teacher. Teachers internalize experiences with students in representational model of relationship that guide emotional responses in daily interactions with students and change teachers well being in the long run.

The teaching profession at different stages of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers demonstrate or display emotions while they may not actually feel. Teachers are expected to demonstrate love and kindness to students. They are also expected to serve as mentors and motivate students who are unwilling to learn. Such kind of expectations leads to a kind of discrepancy between the expected and actual emotion of teachers leading to some kind of stress and lowered levels of self-esteem. This may be detrimental to well-being of teachers. These psychological attributes are crucial for exploration to know their dynamics in the personality make up of teachers.

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 well-being 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.

The school teachers at secondary stage are under heavy pressure. The teaching learning process, to provide quality education, is to be taken care of by teacher as all students are not in position of
same level of learning outcome. Hence teachers dealing with such groups of student face a high level of stress and also a low self-esteem that is detrimental to their well being.

After studying the related literature investigator felt the necessity of throwing more light on the variables as well being, job satisfaction, occupational stress and self esteem. This has prompted the investigator to take up the present study.

5.3 Statement of the Problem

WELL BEING OF SECONDARY SCHOOL TEACHERS IN RELATION TO JOB SATISFACTION, OCCUPATIONAL STRESS AND SELF ESTEEM

5.4 Operational Definitions of Key Terms Used

Well Being:- It is the feeling of contentment, happiness, satisfaction with life experiences in terms of ‘physical’, ‘mental’, ‘social’, ‘emotional’ and ‘spiritual’ aspects of teachers personality.

Job Satisfaction: - Job satisfaction is a set of favorable or unfavorable feeling of teachers which he/she face at their work.

Occupational Stress: - refers to physical, mental and emotional imbalance brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands.

Self-Esteem: - It is the teacher’s attitude towards self in personal, social, family and academic areas of experience at their job reflect in his/her judgment of self-worth.

5.5 Objectives

1. To study the nature of distribution of secondary school teachers scores on psychological variables such as well being, job satisfaction, occupational stress and self esteem.
2. To study the difference between well being of male and female secondary school teachers.
3. To study the difference between physical well being of male and female secondary school teachers.
4. To study the difference between mental well being of male and female secondary school teachers.
5. To study the difference between social well being of male and female secondary school teachers.
6. To study the difference between emotional well being of male and female secondary school teachers.
7. To study the difference between spiritual well being of male and female secondary school teachers.
8. To study the difference between job satisfaction of male and female secondary school teachers.
9. To study the difference between occupational stress of male and female secondary school teachers.
10. To study the difference between self esteem of male and female secondary school teachers.
11. To study the relationship between well being and job satisfaction of secondary school teachers.
   (a) To study the relationship between well being and job satisfaction of male secondary school teachers.
   (b) To study the relationship between well being and job satisfaction of female secondary school teachers.
12. To study the relationship between well being and occupational stress of secondary school teachers.
   (a) To study the relationship between well being and occupational stress of male secondary school teachers.
   (b) To study the relationship between well being and occupational stress of female secondary school teachers.
13. To study the relationship between well being and self esteem of secondary school teachers.
   (a) To study the relationship between well being and self esteem of male secondary school teachers.
   (b) To study the relationship between well being and self esteem of female secondary school teachers.
14. To study the relationship between various dimensions of well being and job satisfaction of secondary school teachers.
   (a) To study the relationship between various dimensions of well being and job satisfaction of male secondary school teachers.
   (b) To study the relationship between various dimensions of well being and job satisfaction of female secondary school teachers.
satisfaction of female secondary school teachers.

15. To study the relationship between various dimensions of well being and occupational stress of secondary school teachers.
   (a) To study the relationship between various dimensions of well being and occupational stress of male secondary school teachers.
   (b) To study the relationship between various dimensions of well being and occupational stress of female secondary school teachers.

16. To study the relationship between various dimensions of well being and self esteem of secondary school teachers.
   (a) To study the relationship between various dimensions of well being and self esteem of male secondary school teachers.
   (b) To study the relationship between various dimensions of well being and self esteem of female secondary school teachers.

17. To study the conjoint effect of job satisfaction, occupational stress and self esteem towards the prediction of well being of secondary school teachers.
   (a) To study the conjoint effect of job satisfaction, occupational stress and self esteem towards the prediction of well being of male secondary school teachers.
   (b) To study the conjoint effect of job satisfaction, occupational stress and self esteem towards the prediction of well being of female secondary school teachers.

5.6 Hypotheses

1. There is no significance of difference between well being of male and female secondary school teachers.

2. There is no significance of difference between physical well being of male and female secondary school teachers.

3. There is no significance of difference between mental well being of male and female secondary school teachers.

4. There is no significance of difference between social well being of male and female secondary school teachers.

5. There is no significance of difference between emotional well being of male and female secondary school teachers.

6. There is no significance of difference between spiritual well being of male and female secondary school teachers.
secondary school teachers.

7. There is no significance of difference between job satisfaction of male and female secondary school teachers.

8. There is no significance of difference between occupational stress of male and female secondary school teachers.

9. There is no significance of difference between self esteem of male and female secondary school teachers.

10. There is no significant relationship between well being and job satisfaction of secondary school teachers.

   (a) There is no significant relationship between well being and job satisfaction of male secondary school teachers.

   (b) There is no significant relationship between well being and job satisfaction of female secondary school teachers.

11. There is no significant relationship between well being and occupational stress of secondary school teachers.

   (a) There is no significant relationship between well being and occupational stress of male secondary school teachers.

   (b) There is no significant relationship between well being and occupational stress of female secondary school teachers.

12. There is no significant relationship between well being and self esteem of secondary school teachers.

   (a) There is no significant relationship between well being and self esteem of male secondary school teachers.

   (b) There is no significant relationship between well being and self esteem of female secondary school teachers.

13. There is no significant relationship between various dimensions of well being and job satisfaction of secondary school teachers.

   (a) There is no significant relationship between various dimensions of well being and job satisfaction of male secondary school teachers.

   (b) There is no significant study the relationship between various dimensions of well being and job satisfaction of female secondary school teachers.
14. There is no significant relationship between various dimensions of well being and occupational stress of secondary school teachers.
   (a) There is no significant relationship between various dimensions of well being and occupational stress of male secondary school teachers.
   (b) There is no significant relationship between various dimensions of well being and occupational stress of female secondary school teachers.
15. There is no significant relationship between various dimensions of well being and self esteem of secondary school teachers.
   (a) There is no significant relationship between various dimensions of well being and self esteem of male secondary school teachers.
   (b) There is no significant relationship between various dimensions of well being and self esteem of female secondary school teachers.
16. Well being predicted on the basis of conjoint effect of job satisfaction, occupational stress and self esteem is not significant among secondary school teachers.
   (a) Well being predicted on the basis of conjoint effect of job satisfaction, occupational stress and self esteem is not significant among male secondary school teachers.
   (b) Well being predicted on the basis of conjoint effect of job satisfaction, occupational stress and self esteem is not significant among female secondary school teachers.

5.7 Sample
On the basis of the list of districts three districts were selected randomly i.e. Muktsar, Moga and Ferozepur of these three districts list of various Government Secondary schools was procured from D.E.O (Muktsar, Moga and Ferozepur). Then total 17 schools from two districts Muktsar and Moga and 16 schools from Ferozepur district were selected randomly. By the permission and cooperation of Principals of the schools the list of teachers was procured from each school, then 10 teachers were selected from each school of Muktsar, Moga and Ferozepur districts. Total sample of 500 Government Secondary School teachers was selected from three districts. All teachers from the selected schools were included in the sample. The original sample comprises 700 teachers, out of them 500 teachers were retained for analysis and other were ignored because of incomplete data.
5.8 Design
The selection of design for the study depends upon the nature of the problem. In accordance with the objectives and stated hypotheses, the design of the present study was descriptive survey type which has undoubtedly been the most popular and widely used method in educational research. It helps in explaining the phenomena in terms of conditions or relationships that exists or trends that are developing, so it was descriptive in nature. The present study was designed to investigate the well being of secondary school teachers in relation to job satisfaction, occupational stress and self esteem, in which the job satisfaction, occupational stress and self esteem were independent variables and well being was dependent variable. Present study was not only confined to obtain an accurate description of concerned variables but an attempt has also been made by the investigator to trace relationships among variables.

5.9 Procedure for Data Collection

After random selection of 10 schools from each district of Muktsar, Moga and Ferozepur, the researcher personally visited the schools. The investigator sought permission from the Principals of the schools to collect data. The purpose of testing was clarified to the teachers and rapport was established with them. Then set of tools were distributed to the teachers and were requested to co-operate by filling up the research tools as per instructions. It was ensured to them that the data would be used for the research purpose and would be kept confidential. They were asked to rate each and every statement.

5.10 Delimitations
(i) The present study was delimited to Government secondary school teachers of Punjab state only.
(ii) The present study was confined to the three districts of Punjab namely: Muktsar, Moga and Ferozepur.
(iii) The data was collected from five hundred teachers of Government secondary schools.
(iv) The study was delimited to variables well being, job satisfaction, occupational stress and self esteem.

5.11 Tools used
Tools was used for data collection in the present study:
2. Job Satisfaction Scale by Dixit, M (1993)

5.12 Statistical Techniques

Following statistical techniques was used for analysing and interpreting the data:

- Descriptive analysis was carried out to find out the nature of variables under study namely well being, job satisfaction, occupational stress and self esteem. Mean, Median, S.D, Skewness and Kurtosis were computed to study the nature of distribution of scores for all the variables.
- Differential analysis was done by using t-test to find out the gender difference. Also graphical representation (Bar diagram) was used to show the gender differences on the variables under study.
- Correlation analysis was carried out to find out the relationship of dependent variable well being with the independent variables of job satisfaction, occupational stress and self esteem by employing Pearson Product Moment Method.
- 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, occupational stress and self esteem.

5.13 Findings of the Study

Findings of the study given under the following headings:

5.13.1 Findings of Differential Analysis

1. There was significant difference between well being of male and female secondary school teachers. The mean score of male secondary school teachers were higher than that of female secondary school teachers which indicates that male secondary school teachers were more adjusted as compared to female secondary school teachers.
2. There was no significant difference between physical well being of male and female secondary school teachers. The mean score of male and female secondary school teachers were approximately same.
3. There was significant difference between mental well being of male and female secondary school teachers. The mean score of male secondary school teachers were
higher than that of female secondary school teachers. It indicates that male secondary school teachers were more mentally strong as compared to female secondary school teachers.

4. There was significant difference between social well being of male and female secondary school teachers. The mean score of male secondary school teachers were higher than that of female secondary school teachers which indicates that male secondary school teachers were more socially as compared to female secondary school teachers.

5. There was no significant difference between emotional well being of male and female secondary school teachers. The mean score of male secondary school teachers were higher than that of female secondary school teachers. It indicates that male secondary school teachers were emotionally strong as compared to female secondary school teachers.

6. There was no significant difference between spiritual well being of male and female secondary school teachers. The mean score of male and female secondary school teachers were approximately same.

7. There was no significant difference between job satisfaction of male and female secondary school teachers. The mean score of female secondary school teachers were more as compared to female secondary school teachers. Female teachers were more satisfied in job as compared to male secondary school teachers.

8. There was significant difference between occupational stress of male and female secondary school teachers. The mean score of male secondary school teachers were higher than that of female secondary school teachers which indicates that male secondary school teachers were more stressed in their job as compared to female secondary school teachers.

9. There was no significant difference between self esteem of male and female secondary school teachers. The mean score of male and female secondary school teachers were approximately same.
5.13.2 Findings of Correlational Analysis

1. Well being was negatively and significantly correlated with job satisfaction among secondary school teachers.
2. There was negative and not significant relationship between well being and job satisfaction among male secondary school teachers.
3. There was negative and significant relationship between well being and job satisfaction among female secondary school teachers.
4. Well being was positively and not significantly correlated with occupational stress among secondary school teachers.
5. Well being was positively and significantly correlated with occupational stress among male secondary school teachers.
6. There was negative and not significant relationship between well being and occupational stress among female secondary school teachers.
7. Well being was positively and significantly correlated with self esteem among secondary school teachers.
8. There was positive and significant relationship between well being and self esteem among male secondary school teachers.
9. There was positive and significant relationship between well being and self esteem among female secondary school teachers.
10. There was negative and not significant relationship between mental, social and emotional well being with job satisfaction but negative and significant relationship between physical and spiritual well being with job satisfaction among secondary school teachers.
11. There was negative and not significant relationship between physical, mental, social, emotional and spiritual well being with job satisfaction among male secondary school teachers.
12. There was positive and not significant relationship between physical well being with job satisfaction but negative and not significant relationship between mental, social, emotional and spiritual well being with job satisfaction among female secondary school teachers.
13. There was negative and not significant relationship between physical, mental and social well being with occupational stress but negative and significant relationship between
emotional well being with occupational stress and positive and significant relationship between spiritual well being with occupational stress among secondary school teachers.

14. There was negative and not significant relationship between physical, mental, social and emotional well being with occupational stress but negative and significant relationship between spiritual well being with occupational stress among male secondary school teachers.

15. There was positive and not significant relationship between physical, mental, social and emotional well being with occupational stress but positive and significant relationship between spiritual well being with occupational stress among female secondary school teachers.

16. There was positive and not significant relationship between mental, social and spiritual well being with self esteem but positive and significant relationship between physical and emotional well being with self esteem among secondary school teachers.

17. There was positive and not significant relationship between physical, mental, social, emotional and spiritual well being with self esteem among male secondary school teachers.

18. There was positive and not significant relationship between physical, mental, social, emotional and spiritual well being with self esteem among female secondary school teachers.

5.13.4 Findings of Regression Analysis

1. Job satisfaction, occupational stress 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.

2. Job satisfaction, occupational stress 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.

3. Job satisfaction, occupational stress 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.

4. The predictive efficacy of three independent variables job satisfaction, occupational stress and self esteem to explain well being of secondary school teachers was 10.2% of variance for
total group, 11% of variance for male group as compared to 7.8% of variance for female
group of secondary school teachers.

5.14 Educational Implications
1. Gender difference in well being was found. Male teachers have better well being as
   compared to female secondary school teachers. So more incentive should be given to
   female teachers to promote job satisfaction.
2. Training programme should be organized in secondary schools to promote teachers job
   satisfaction which influence their well being.
3. 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.
4. Apart from educational policies, suitable rewards, congenial environment, respect and
   independence should be provide to boost the confidence of teachers which influence their
   decision making power.
5. Teachers are hologram of the whole system of education which helps in moulding their
   personality and helps in achieving better job satisfaction which intern influence their well
   being.
6. To enhance the skills of teachers creates skill development programme which promotes
   the well being of teachers which will lessen their occupational stress.
7. In-service training programme should be evaluated in terms of their effectiveness in
   developing wellness, job satisfaction, to explore high self esteem and techniques reducing
   stress among teachers.
8. Curriculum should be reframed which provides new opportunities and activities to the
   teachers which helps in developing high self esteem which promote their well being.
9. Secondary school teachers should be provided free environment to raise the inner voice
   which helps in motivating the teachers to meet new challenges.
10. Being a good source, the teachers should provide a source of positive reinforcement
    which intern provides positive self esteem.
11. Teacher education institutions should play a significant preventive role in developing
    well being, job satisfaction and self esteem and reducing occupational stress by training
    the pupil teachers.
12. Effective tools should be promoted among secondary school teachers so that they should express their views freely and reward like enhancing of salary of teachers helps in reduction of negative stress and improve in sense of well being.

13. Community interaction among teachers will be helpful to develop a positive outlook in the teaching profession.

5.15 Suggestions for Further Research

1. Study may be conducted to find the relationship of emotional intelligence, self efficacy, mental health and personality of principals in schools and colleges.

2. Study may be conducted on some other independent variables such as teacher effectiveness, self confidence, burnout etc.

3. Study may be conducted on primary school, college level or university level teachers.

4. In order to find the reliability and validity of the study, study may be conducted on some large and different sample.

5. A comparative study of well being may be conducted on secondary school teachers and primary school teachers and the self financed colleges and the colleges which are getting grants from the government.

6. The present study is delimited to the teachers of Punjab state only. The study may be conducted on the other states of teachers.

7. Research studies may be conducted on the coping strategies adopted by the high and low well being teachers teaching in schools or colleges.

8. The study may be conducted by taking some classificatory variables such as rural and urban differences, government and private school teachers.

9. Instead of taking well being as dependent variable some other variable may be taken as dependent variable.