

## Well-being among the aided and non-aided teacher

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### **Abstract:**

Present research aim to compare aided and non-aided teacher on well-being. To assess the well-being, Psychological Well-Being of Bhogale and Jai Prakash (1995) were administered on aided and non-aided teacher. Obtained result show that significant difference found between aided and non-aided teacher on well-being. Aided teacher found significantly higher level of well-being than non-aided teacher. Female teacher found significantly higher level of well-being than male teacher. The result helpful for institution, education field, teacher, clinical set up counsellor etc.

**Keyword:** Aided teacher, non-aided teacher and well-being.

### **Introduction:**

Teachers' well-being has gotten a lot of attention in recent decades, due to a significant increase in sick absence and job quitting among teachers across cultures and countries. Teaching is a difficult, tough job that is prone to stress, burnout, and, more broadly, a high turnover rate, according to the literature. Although the majority of studies have focused on negative indices of teacher performance, more emphasis has recently been paid to teachers' well-being, following the mainstream of positive psychology. Well-being is more than merely avoiding disease at work. Rather, it relates to teachers' ability to perform well at work in a healthy and productive manner. In fact, while physical, psychological, and mental health refers to the absence of impairment, teachers' well-being refers to their ability to achieve a positive yet dynamic balance between their resources and their challenges/demands (environmental, social, individual, physical, mental, psychological).

### **Well-Being:**

The experience of pleasant feelings such as happiness and contentment, as well as the development of one's potential, having some control over one's life, having a sense of purpose, and enjoying meaningful connections, has been classified as well-being. (Huppert, 2009)

### **Significance of the Study:**

In Maharashtra, very few colleges on grant basis. Teacher who are working grant college and having permanent approval or job called as aided teacher. In contrast, teacher who are working non grant college or non-grant subject and temporary basis job called as non-aided teacher. Non-aided faces many obstacle in their life such as economical issue. These issue resulting many psychological issue or mental health. Hence the non-aided post affected our well-being. Aim of the present study was to compare between aided and non-aided teacher on well-being. Also compare between male and female teacher on well-being.

### **Statement of the Problem:**

"A comparative study of Well-Being among the aided and non-aided teacher".

### **Objective of the study:**

1. To study the difference between aided and non-aided teacher on well-being.
2. To study the difference between male and female aided teacher on well-being

### **Review of literature:**

Personality traits and emotional intelligence as determinants of teachers' psychological well-being were investigated by Avsec, Masnec, and Komidar (2009). Personality traits were found to have strong predictive validity in the study, accounting for 22 to 43 percent of the variance in several psychological well-being scores. Emotional intelligence has strong predictive validity, but when controlling for personality traits, it is significantly less so, accounting for only 1 to 3% of variance in well-being scales.

Panatika, Khadijah, Badria, Rajaba, Abdul Rahmana, Shaha (2011) investigated the impact of work-family conflict on teachers' psychological well-being in Malaysia. The study's findings revealed that respondents' levels of work interference with family (WIF) are higher than their levels of family interference with work (FIW). The highest level of time dimension to contribute to the amount of work-family conflict. Work-family conflict has a detrimental impact on mental health, happiness, and mental health.

Simbula, Panari, Guglielmi, and Fraccaroli (2012) studied the well-being and performance of teachers, with a focus on the role of the interplay between job expectations and job resources.

The goal of this study was to look at the relationship between job demands and job resources utilising the Job Demands-Resources Model as a framework. 439 Italian secondary school teachers were asked to fill out a questionnaire. The cluster analysis revealed three distinct groups of teachers, dubbed Resourceful, Stressed, and Wealthy, who varied significantly in all work outcomes studied. Our findings support the importance of workplace resources as a key factor in promoting personal development and enabling teachers to meet their professional objectives regardless of job demands.

#### Research Design:

It is a comparative study using 2x2 between group design through which researcher trying to see the difference between aided and non-aided teacher on well-being. Also trying to difference between male and female teacher on well-being.

#### Variables:

##### Independent Variable:

**Teacher: Aided and Non-aided teacher**

**Gender: Male and Female Teacher**

**Dependent Variable: 1. Well-being**

#### Hypotheses:

1. There would be significance difference between aided and non-aided teacher on well-being.
2. There would be significance difference between male and female teacher on well-being.

#### Operational Definition:

**Well-Being:** Scores obtained on factors of well-being and measured by psychological well-being of Bhogale and Jai Prakash (1995).

#### Sample and Data Collection Procedure:

Total 60 teacher (aided =30 and non-aided=30 teacher) selected from Niphad tehsil of Nashik district. Age range was 25 to 40. They administered the set of inventories including personal data sheet and asked them to fill in questionnaires independently.

#### Tools:-

##### Psychological Well-Being (PWB):

This PWB scale used in the study is developed by Bhogale and Jai Prakash (1995). This scale consists of 28 items and measures PWB in 13 dimensions. The split of reliability co-efficient is 0.91, and test retest co-efficient is 0.71. The obtained con-current validity co-efficient of the scale is 0.62.

#### Result:

**Table 1: Mean comparison between aided and non-aided teacher on well-being**

Group	N	Mean	SD	df	t	Sig.
Aided Teacher	30	22.26	5.12	58	5.06	0.001
Non-Aided Teacher	30	16.18	4.12			

Above the table 1 shows mean comparison between aided and non-aided teacher on well-being. Obtained t value is 5.06 which is significant at 0.001 levels on well being. It indicates that significant difference found between aided and non-aided teacher on well-being. For aided teacher, Mean=22.26 and SD=5.12; for non-aided teacher, Mean=16.18 and SD=4.12 on well being. Result shown that aided teacher significantly higher on well-being than non-aided teacher. Hypothesis number one stating that "There would be significance difference between aided and non-aided teacher on well-being" is accepted.

**Table 2: Mean comparison between male and female teacher on well-being**

Group	N	Mean	SD	df	t	Sig.
Male Teacher	30	18.66	4.19	58	3.64	0.001
Female Teacher	30	22.89	4.77			

Above the table 2 shows mean comparison between male and female teacher on well-being. Obtained t value is 3.64 which is significant at 0.001 levels on well-being. It indicates that significant difference found between male and female teacher on well-being. For male teacher, Mean=18.66 and SD=4.19; for female teacher, Mean=22.89 and SD=4.77 on well-being. Result shown that female teacher significantly higher on well-being than male teachers. Hypothesis number two stating that "There would be significance difference between male and female teacher on well-being." is accepted.

#### Conclusion:

1. Significant difference found between aided teacher and non-aided teacher on well-being. Aided teacher found significantly higher on well-being than non-aided teacher.

2. Significant difference found between male and female teacher on well-being. Female teacher found significantly higher on well-being than male teacher.

**Limitations of the study**

Following are the limitations of the present study.

1. In the present study, only Niphad tehsil of Nashik district area selected for sample.
2. Though the sample size in the present study was 60.

**Suggestions of further research**

Researcher would like to provide following suggestions for future.

1. Other city can be considered for the sample.
2. Sample size can be increase to more generalize the result.

**Implication:**

Non-aided post negative affect our psychological, social and economical aspect. In contrast, aided post, increasing our mental, physical health. Hence the well-being found low in aided teacher than non-aided teacher.

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