Well-Being of Secondary School Teachers In Relation To Their Organisational Climate

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Abstract

The present study was undertaken with the purpose of studying well-being of secondary school teachers in relation to their organizational climate. This study was conducted on a sample of 100 teachers from government and private secondary schools of Amritsar District (through Simple Random sampling technique). The results indicates: 1) There is a significant relationship between well-being and organizational climate of secondary school teachers, 2) Male secondary school teachers have higher level of well-being as compared to their counterparts, 3) Secondary school teachers of rural and urban areas have almost same level of well-being.

Keywords: Secondary School Teachers, Organisational Climate

Well-being is a dynamic state characterized by a reasonable amount of harmony between individuals’ abilities, needs and expectations and environmental demands and opportunities (Levi, 1987). According to the Oxford Dictionary, Well-being is related with health, happiness and prosperity. Well-being is an ongoing process and it is predicated on persons’ active involvement in behavior and life style choice that will empower them to live full responsible, rewarding lives in an extremely complex world. The constitution of WHO (1948) defines mental health “as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Ryff (1989) defines well-being in terms of psychological functioning and personal growth and has distinguished six dimensions including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. Thus, one who exhibits strength in each of the dimension would reflect good psychological well-being and vice-versa.

Organizational climate has been defined in various ways by authors as personality of an organization (Halpin, 1967), the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors that impact on the attitudes, beliefs, values and motivation of people who work in a particular organization (Litwin & Stringer, 1968); generalized perceptions that people employ in thinking about and describing the organizations in which they work (Hall, Bowen, Lewicki & Hall, 1982), the result of valuations or cognitive appraisals of environmental factors in terms of their acquired meanings to the individual (James & James, 1989), employees’ perceptions of the events, practices, and procedures as well as their perceptions of the behaviours that are rewarded, supported and expected within an organization.
the atmosphere of the workplace, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group patterns of behaviour (Spencer, Pelote & Seymour, 1998); and not an assessment of what organizational members believe the organization should be like, but rather is an assessment of the shared perception of what the organization actually is like (Luthar, Dibattista & Gauttschi, 1997).

Significance of the Study
In the changing scenario, teachers have to undergo stressful environment which affects their Well-being. The strength of a nation is the direct outcome of good citizens trained by the teacher. The Well-being of teacher today, affects the well-being of society tomorrow. All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation possess physical, mental, social, emotional and spiritual Well-being. Teachers’ effectiveness largely depends upon their all-round Well-being. The organizational climate also plays an important role in influencing the well-being of the teachers.

The present study has been undertaken with an objective to study the well-being of secondary school teachers in relation to their organizational climate.

HYPOTHESES
Ho.1: There exists no significant relationship between well-being and organizational climate of secondary school teachers.
Ho.2: There exists no significant difference between well-being of male and female secondary school teachers.
Ho.3: There exists no significant difference between well-being of urban and rural secondary school teachers.

SAMPLE
A sample of 100 teachers from government and private secondary schools of Amritsar District (through Simple Random Sampling technique) was selected for the purpose of investigation

TOOLS
1. PGI General Well-Being Measure (PGIWBM) (Verma & Verma, 1989)
2. Organisational Climate Inventory (Chattopadhyay & Aggrawal, 1976)

METHODOLOGY
The descriptive method of research was employed for the present study.

STATISTICAL TECHNIQUES USED
- Product moment correlation was calculated to see the relationship between the two variables.
• ‘t’ test was applied to determine the significance of difference between mean scores of male and female secondary school teachers and urban and rural secondary school teachers for well-being.

ANALYSIS AND INTERPRETATION

HYPOTHESIS No. 1

First hypothesis was framed to examine the significant correlation between well-being and organizational climate of secondary school.

To test this hypothesis, Pearson product moment correlation was applied to determine the significant correlation between well-being and organizational climate of secondary school teachers. The result of this hypothesis is being reported in Table 1.

Table 1: Showing Co-efficient of Correlation between well-being and organizational climate

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Df</th>
<th>Co-efficient of Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-being</td>
<td>100</td>
<td>198</td>
<td>0.61</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that the Co-efficient of Correlation between well-being and organizational climate comes out to be 0.61 which is significant at 0.01 level of confidence. Hence, the null hypothesis is rejected. It can be concluded that there is a significant relationship between well-being and organizational climate of secondary school teachers.

HYPOTHESIS No. 2

Second hypothesis was framed to examine the significant difference between the well-being of male and female secondary school teachers.

To test this hypothesis, t-test was applied to determine the significant difference between the well-being of male and female secondary school teachers. The result of this analysis is being reported in Table 2.

Table 2: t-value for scores on well-being of male and female secondary school teachers.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>males</td>
<td>50</td>
<td>17.40</td>
<td>2.40</td>
<td>0.63</td>
<td>98</td>
<td>3.13*</td>
</tr>
<tr>
<td>females</td>
<td>50</td>
<td>15.43</td>
<td>3.72</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level
The table 2 reveals that calculated t-value 3.13 was found to be more than the tabulated value (1.96) at 0.01 level of significance. So, it suggests that there is a significant difference between the well-being of male and female secondary school teachers. The mean of males is 17.40 and that of females is 15.43. An examination of the means of the two groups suggests that male secondary school teachers have higher level of well-being as compared to their counterparts. The null hypothesis stating that there exists no significant difference between well-being of male and female secondary school teachers was therefore rejected at the specified level.

So, it is concluded that male secondary school teachers have higher level of well-being as compared to their counterparts.

**HYPOTHESIS No. 3**

Third hypothesis was framed to examine the significant difference between well-being of urban and rural secondary school teachers. To test this hypothesis, t-test was applied to determine the significant difference between the well-being of urban and rural secondary school teachers. The result of this analysis is being reported in table 3

**Table 3: t-ratio for scores on well-being of urban and rural secondary school teachers**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SE₀</th>
<th>df</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>50</td>
<td>18.05</td>
<td>2.22</td>
<td>0.41</td>
<td>98</td>
<td>1.49</td>
</tr>
<tr>
<td>Urban</td>
<td>50</td>
<td>18.66</td>
<td>2.03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table 3 reveals that the calculated t-value 1.49 was found to be less than the tabulated value (1.96) at 0.05 level of significance. So, it suggests that there is no difference between the well-being of urban and rural secondary school teacher. The mean of the secondary school mean. The null hypothesis stating that there exists no significant difference between well-being of secondary school teachers of urban and rural area, was therefore not rejected at the specified level.

So, it is concluded that secondary school teachers of rural and urban areas have almost same level of well-being.

**EDUCATIONAL IMPLICATIONS**

The results of the study revealed positive correlation between well-being and organizational climate. So, in order to improve well-being of secondary school teachers, conducive and favorable organizational climate should be provided to them. The workplace has become a place where individuals or the employees find sense of full meaning of life. The skills, abilities and competencies coupled with the level of motivation, commitment and engagement act
as drivers in terms of the employees’ actions. Their task and discretionary behaviour improves their well-being. To create open and congenial environment, considerations should be taken to train the management authorities, so that the important elements required for healthy living are not neglected. Some employee support functions e.g. employee assistance counseling, coping skills should also be provided to improve the well-being of secondary school teachers.

References


