

A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' WELLBEING AND PERSONALITY FACTORS OF WEST SIANG DISTRICT OF ARUNACHAL PRADESH

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Abstract

The purpose of this study was to find out the relationship between wellbeing and Personality factors among teachers. The population of this study was three Govt. higher secondary schools of West Siang district of Arunachal Pradesh. Total of 131 teachers' were the participants. The two questionnaires here were the wellbeing scale by Ripanjit kaur (2014) and the NEO-FFI by costa and McCrea (1992) was utilized to measure the wellbeing and personality of teachers respectively. Result indicated that most of the teachers scored average wellbeing. The findings also indicated that wellbeing correlated significantly with personality factors in case of total number of teachers and male teachers whereas, female teacher shown not significant correlation between wellbeing and personality factors. Therefore the impact of these findings signifies that personality plays an important role in determining teacher's wellbeing.

Keywords: wellbeing, personality factors, teachers.



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Introduction:

In the current educational environment, where schools are trying to increase student attainment with a diminishing budget, teachers wellbeing may be overlooked as a 'nice to have' rather than as essential but the teachers wellbeing is an important factors in quality performance and productivity. Wellbeing is strongly related to work stress. A teacher with low health and wellbeing, experiencing high levels of stress or who is ill at work, will not perform to the best of their ability. Teachers are one of the many factors that may be associated with a student's educational attainment. It would therefore seem likely that higher levels of teacher health and wellbeing would result in improved student educational outcomes.

Traditionally the role of teacher has been one of nurturing and developing students potential. In order to do this, they must remain physically and psychologically fit. However,

there is an apparent dissonance between teachers' perceived capabilities and role expectation. This may have implications on their physical and psychological wellbeing. Because of the increasing workloads and responsibility teachers strived to adjust with the work environment. Mujis and Reynolds (2005) stated that the teachers have to be capable of attaining their own needs and expectations to specific context factors and demands of the schools. It is important that they 'fit' into the school system. The teacher's qualities that allow for the development of authentic human relationships with his student and his capacity to create a democratic and agreeable classroom are important attributes for affective teaching. The contextual and situational factors faced by teachers affect their wellbeing.

An individual will be high in psychological wellbeing in the degree to which he has an excess of positive over negative affect and will be low in wellbeing in the degree to which negative affect predominates over positive (Bradburn,1969 ,p.q)

Personality determines our reaction to the environment. it has consistently been found to be a strong predictor of well-being (Diener, Suh, Lucas and smith,1999).the dynamic equilibrium model (Headey and Wearing,1992) asserts that individuals have a distinct average amount of well-being that is determined by his personality. According to them, people with extraverted personalities, for example are more likely to experience certain events as compared to the those who are most introverted.

In this study, the five-factor model of personality often termed the big five consists of Neuroticism, Extraversion, Openness to experience, Agreeableness and conscientiousness has been employed. There is evidence that personality traits have a strong influence on wellbeing and are key driver of wellbeing. One theory is the "set-point" theory of happiness, which suggests that wellbeing is largely determined by personality, and that levels of happiness are stable over time. In addition, certain personality traits such as extroversion appear to lead greater. Therefore, the role of personality and its relationship to wellbeing is significant since it may determine the final outcome of teachers work performance. Thus this paper is an attempt to examine the relationship between wellbeing and personality factors among the teachers in west Siang district of Arunachal Pradesh.

Objectives of the study:

- I. To find out the wellbeing of teachers in west Siang district of Arunachal Pradesh
- II. To find out the relationship between wellbeing and personality factors of teachers in west Siang district of Arunachal Pradesh.

- III. To find out the relationship between wellbeing and personality factors of male teachers in west Siang district of Arunachal Pradesh.
- IV. To find out the relationship between wellbeing and personality factors of male teachers in west Siang district of Arunachal Pradesh.

Hypotheses:

- I. There is no significant relationship between wellbeing and personality factors of teachers in west Siang district of Arunachal Pradesh.
- II. There is no significant relationship between wellbeing and personality factors of male teachers in west Siang district of Arunachal Pradesh.
- III. There is no significant relationship between wellbeing and personality factors of female teachers in west Siang district of Arunachal Pradesh.

Delimitations of the study:

The present study is delimited to

- I. Three government higher secondary schools of west Siang district of Arunachal Pradesh
- II. 131 higher secondary school teachers from three schools
- III. This study is confined to variables i.e wellbeing and NEO-FFI and one independent variable gender (male and female).

Methods: Participants were 131 teachers from west Siang district of Arunachal Pradesh. They were chosen based on stratified random sampling technique across three major schools of west Siang (Government higher secondary schools Aalo, Government higher secondary school Basar and Government higher secondary school Likabali).

Instrument and Analysis:

In this study, questionnaires were utilized as the main source for analysis. Wellbeing scale developed by Ripanjit kaur (2014) and NEO-FFI by Costa and McCrea (1992) for measuring wellbeing and personality factors of teachers respectively. Descriptive and inferential analyses were conducted using statistical package. Based on frequency and percentage result has been drawn out. To examine the relationship between the wellbeing and personality factors of the teachers, Pearson's coefficient of correlation have been used.

Results and Discussions:

Table 1 : Frequency distribution of total wellbeing scores of teachers in west Siang district of Arunachal Pradesh along with cumulative percentage.

Class interval	frequency	%	Cumulative percentage frequency(cpf)
160-169	1	0.8	100
150-159	5	3.9	99.2
140-149	23	17.5	95.3
130-139	52	39.7	77.8
120-129	32	24.4	38.1
110-119	18	13.7	13.7
Mean	132.05	Mode	133.58
Median	132.48	SD	10.63

Interpretation: Result of table 1 shows that only 13.7% teachers have total wellbeing score below 119, majority, 64% lie in the interval (120-139) whereas, 22% teachers have total wellbeing score above 139 points. The value of standard deviation is 10.63.

The values of Mean 132.05, Median 132.48 and Mode 133.58 depict negligible differences. Therefore, the total wellbeing scores may be considered normal distribution.

Table 2: Table shows the result of the relationship between wellbeing and personality factors of teachers in three Govt. higher secondary schools of west Siang district of Arunachal Pradesh.

Variable 1	Variable 2	N	r	Interpretation	Remarks
WB	PF	131	0.92	High correlation	significant

Interpretation: Correlation was applied to assess the relationship between wellbeing and personality factors of teacher, where N=131, r= 0.92, a significant and positive high correlation was observed between wellbeing and personality factors of teacher as value of 'r' 0.92 was found highly significant. In other words as the level of wellbeing increase the personality factor also increased linearly and significantly. Therefore, the hypothesis "there is no significant relationship between wellbeing and personality factors of teachers of west Siang district of Arunachal Pradesh" get rejected.

Table 3: shows the result of the relationship between wellbeing and personality factors of Male teachers in three Govt. higher secondary schools of west Siang district of Arunachal Pradesh.

Variable 1	Variable 2	N	r	Interpretation	Remarks
WB	PF	70	0.98	High correlation	significant

Interpretation: Correlation was applied to assess the relationship between wellbeing and personality factors of teacher, wher N=70, r= 0.98, a significant and positive high correlation

was observed between wellbeing and personality factors of teacher as value of 'r' 0.98 was found highly significant. In other words as the level of wellbeing increase, the personality factor of male teacher also increased linearly and significantly. Therefore, the hypothesis "there is no significant relationship between wellbeing and personality factors of teachers of west Siang district of Arunachal Pradesh" gets rejected.

Table 4: shows the result of the relationship between wellbeing and personality factors of Female teachers in three Govt. higher secondary schools of west Siang district of Arunachal Pradesh.

Variable 1	Variable 2	N	r	Interpretation	Remarks
WB	PF	61	0.32	Low correlation	Not significant

Interpretation: Relationship between wellbeing and personality factors of female teachers were assessed where N=61, r= 0.32 which shows low relationship between wellbeing and personality factors of female teachers. Thus, the hypothesis "there is no significant relationship between wellbeing and personality factors of female teacher" is accepted.

Discussion and conclusion:

Result demonstrated that majority of teachers for this study i.e 64% experience average level of wellbeing. It may be mentioned that teachers are in state of healthy wellbeing may be because there needs are satisfied as it is government monitored educational institution. It was found that teachers are having high and significant relationship between wellbeing and personality factors, it means as the level of wellbeing increased, the personality factors also increased linearly and significantly, it was found that male teacher have high and significant co-relationship .whereas, female teachers have low co-relationship between wellbeing and personality factors.

As teachers are in the forefront, the negligence in looking at teacher's wellbeing may impede the strategic development of a society. Teachers with a balanced personality and better wellbeing can teach their students in a right manner and direction. Proper training and personality development programme should be organized for them. Government must take concrete steps to support and encourage teachers to develop and demonstrate proper personality traits in ensuring high individual psychological wellbeing.

Psychologist, educationist and counselor should help them to providing guidance, encouraging individual contribution and fulfillment developing a sense of belongingness. This will promote positive and healthy environment in school.

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