

Well-Being of Government and Private School Teachers: A Comparative Study

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Abstract

*Teacher's well-being is one of the important concerns in psycho-educational research. The present study was aimed to find out psychological well-being among the government and private school teachers in different strata of Indian Population. The study was conducted with a sample of (N=400) teachers ($n_1=200$ Government School teachers and $n_2=200$ Private school teachers) using Friedman well-being Test (1994). The results of the present study indicate that there is a significant difference in the well-being of private and government school teachers ($P=0.000^{**}$).*

Keywords: *Well-being, Sense of efficacy, Occupational stress, Workload, Administrative pressures.*

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Introduction

In the contemporary society, teachers play most important role for overall all development of the student and the nation. Researchers (e.g. Corbett & Wilson, 2002; McIntyre & Battle, 1998; Murphy, Delli, & Edwards, 2004; Thomas, 1998) stated that, for the learning and achievement of student, teachers the role of teachers cannot be ignored. Some studies (e.g., Chang, 2009; Hakanen, Bakker, & Schaufeli, 2006; Kokkinos, 2007; Maslach, 1999; Pillay, Goddard, & Wilss, 2005) evidenced that, now days teachers are experiencing significant levels of occupational stress, which can result in job dissatisfaction and mental health difficulties (Chan, 2006). Some of the Indian studies (e.g. Kaur, 2011; and Mahakud, 2014) also proved the same results.

Due to overburden classroom assignment other academic and non-academic work assigned to the teachers, in many underdeveloped and developing countries, teachers are experiencing poor mental and physical health condition of the teachers. Besides that, the fear of loosing job, the humiliation of school authority, low pay scale

are some of the major reason of mental health problem in the school teachers. In this regard, the study of Mahakud and Bajaj (2014) confirmed that, teachers working in private school systems are more occupationally stressed than the teachers working in the Government school system. Further, Mahakud and Bajaj (2014) stated that occupational stress and burnout is more in female teachers than to their male counterpart in both government funding and private funding schools. The stress affect the physical and psychological health of teachers and their "sense of efficacy" both personally and professionally (Vesely, Saklofske, & Leschied, 2013). On the other way, the stress and burnout of teachers negatively affect the performance of students in academic and other achievement (Corbett & Wilson, 2002; Murphy et al., 2004; Thomas, 1998) in school setting. Some other researchers (e.g. Jennings & Greenberg, 2009; Murphy et al., 2004; Yoon, 2002) support the significant influence of effective teachers on desirable classroom and student outcomes. Chan, (2006) illustrated that, teachers who are cooperative in their personal adjustment can affect lesser to classroom learning, individual

student well-being, and the overall educational system than to the teachers those are not cooperative in their personal adjustment. Further, Vesely, Saklofske, and Leschied, (2013) affirmed that, the establishment of teacher efficacy and better academic achievement of the students mostly depends on the mental health and well-being of the teachers.

Lovewell, (2012) a school with low staff retention rates generates low levels of quality teaching for the students and also affects the reputation of the school. In this context, Lovewell, (2012) affirmed that, “teaching at its best arises from healthy teachers who are well rested, open minded, clear thinking and compassionate towards the challenges of learning”. Further, it can be said that, quality teaching is the result of having an underlying structure that supports both the learner and the teacher (Lovewell, 2012). Psychological wellbeing of teachers will directly influence the well-being of students. A healthy student will be more comprehensive and attentive and will give their best effort in academic and other school related activities. Therefore, Lovewell, (2012) stressed more of the wellbeing of teachers that can be possible with the support of school authorities in the private school system and the state or central government in case of government funding school.

From a recent study on well-being of teachers in government and private school setting on a sample of N=100 teachers, (50 from the government and 50 from private school) Zahoor (2015) observed a significant difference in the well-being and job satisfaction between government and private school teachers. Further, Zahoor, (2015) affirmed that, well-being of female teachers was quite better than to their male counterparts in both government and private school setting. In the study of (e.g. Vijay, 2015; Monk et al, 2000; and Reilly, Dhingra, & Boduszek, 2014), confirmed that, secondary

schools teachers serving in both government and private schools exhibit similar job stress. Although some studies conducted to find out the occupational stress and burnout in school teachers, very few studies, especially in India have focused on the well-being of the teachers. The comparison of well-being of the teachers working in government and private setting in India is also quite negligible. Therefore, the present study was planned to find out whether there is any difference in psychological well-being exists between government and private school teachers.

Methodology

Objectives

- To investigate the psychological well-being of government and private school secondary and senior secondary school teachers.
- To compare the psychological wellbeing between male and female teachers from both government and private settings.

Hypotheses: Following the research in the areas of well-being between government and private schools and the objectives of the present study, the researcher hypothesized that-

- The psychological well-being of private school teachers is more pitiable than to the Government school teachers in Indian population.
- The well-being of female teachers in government schools is better than to their male counterparts.
- The well-being of female teachers in private schools is better than to their male counterparts.

Sample

A total of (N=400) school teachers from different government and private school from Delhi NCR, from North Indian Regions, were taken into consideration in the present study. Out of 400 participants (n1=200) teachers were from Government school setting and n2=200 were

from the Private school setting. The age range of the participants in the present study was 25-55 years of old. Further, the researcher collected the information related to Friedman Well-being test (Friedman, 1994) from 100 male and 100 female participants from government and private school setting. For the selection of samples in the present study, the researcher, followed purposive random sample where all the teachers participated in the present study were from the secondary and senior secondary school population.

Materials

Friedman Well-being Test (1994) was used to collect the information related to the different well-being such as Friedman Social well-being (FSOC); Friedman Socio-Economic Status Well-being (FSES); Friedman Jovial (FJOV); Friedman Emotional Stability (FES); Friedman Happiness (FHAPPY) and Friedman Total well-being were explored from all the participants, participated in the present study (Friedman, 1994). The Friedman Well-Being Scale (1994) consists of twenty bi-popular adjectives based on 10 point rating scales ranging from very negative (scale 0 and 1) to very positive (score 9 and 10). The norm of Friedman Well-being scale is standardized on adult clinical, college and community population. The internal consistency reliability estimate of the FWBS is ranged from 0.92 to 0.98. Split-half reliability with college students is ranged from 0.69 to 0.96. Test-Retest reliability of the FWBC scores is 0.73 for students and 0.83 for the patient samples.

Research Design

Non-Experimental field survey method of research design was used for the present study. For the collection of sample for the present study, the researcher used snowball sampling technique.

Scoring and data Analysis

For the scoring of each and every sub-test of Friedman well-being test, the researcher followed, the respective manual and scoring procedure suggested by (Friedman, 1994). Besides the descriptive data, the researcher used independent student's 't' test for comparison between government and private school teachers and One Way Analysis of Variance (ANOVA) followed by post hoc analysis to compare the male and female participants from both the government and private school teachers.

Procedure

The information related to the Friedman Well-being test (1994) was collected taking the prior permission from the respective school authorities of the participants. Besides, the permission from the school authorities, each participant's consent for the information related to their psychological well-being was collected. The entire data related to the psychological well-being of the participants using Friedman well-being test were collected according to the instruction of the manual (Friedman, 1994) at the leisure/convenient time of the participants. As Friedman well-being test contents only 20 items and the procedure of the responses are very easy based on a 10 point rating scale, the researcher observed that, all the participants were happy and were enjoying the conduction procedure of the study.

Results

The mean average score of Friedman Social well-being (FSOC) of government school teachers is 6.78 ± 1.18 . The mean average score of (FSOC) of private school teachers is 4.35 ± 1.60 . The results indicate a significant difference of the (FSOC) between Government and private school teachers ($df=398$, $t=17.27$, $P=0.000^{**}$). The mean average score of Friedman well-being related to Socioeconomic

Status (FSES) of government school teachers is 6.39 ± 1.16 . The mean average score (FSES) of private school teachers is 4.80 ± 1.21 . The results indicate a significant difference ($df=398$, $t=13.35$, $P=0.000^{**}$) of the (FSES) between Government and private school teachers. The mean average score of Friedman Jovial (JOV) of government school teachers is 7.01 ± 1.11 . The mean average score of (FJOV) of private school teachers is 4.67 ± 1.43 . The results indicate a significant difference ($df=398$, $t=18.19$, $P=0.000^{**}$) of (FJOV) between government and private school teachers. The mean average score of Friedman emotional stability (FES) of government school teachers is 6.06 ± 0.74 . The mean average score (FES) of private school teachers is 4.64 ± 0.70 . The results indicate a significant difference of (FES) between Government and private school teachers

($df=398$, $t=19.59$, $P=0.000$). The mean average score of Friedman happiness (FHAPP) of government school teachers is 7.20 ± 1.72 . The mean average score of (FHAPP) of private school teachers is 3.77 ± 2.37 . The results indicate a significant difference ($df=398$, $t=16.48$, $P=0.000^{**}$) of (FHAPP) between government and private school teachers. The mean average score of Friedman total well-being (FTOTAL) of government school teachers is 12.83 ± 1.36 . The mean average score of (FTOTAL) of private school teachers is 9.16 ± 0.95 . The results indicate a significant difference ($df=398$, $t=19.59$, $P=0.000$) of the (FTOTAL) between Government and private school teachers (Table-1).

Table-1: Difference of subtest of Friedman Well-being and Total Psychological Well-being of Participants.

Categories	Point	Mean	Std. Deviation	t=Value	P=Value
FSOC	Government	6.78	1.18	17.27	0.000**
	Private	4.35	1.60		
FSES	Government	6.39	1.16	13.35	0.000**
	Private	4.80	1.21		
FJOV	Government	7.01	1.11	18.19	0.000**
	Private	4.67	1.43		
FES	Government	6.06	0.74	19.59	0.000**
	Private	4.64	0.70		
FHAPPY	Government	7.20	1.72	16.48	0.000**
	Private	3.77	2.37		
FTOTAL	Government	12.83	1.36	31.06	0.000**
	Private	9.16	0.95		

Further, the comparison results of the Friedman well-being score between male and female participants of both government and private school teachers were analyzed by using one-way analysis of variance followed by post hoc analysis. The

mean score of Friedman Social Well-being (FSOC) of male teachers from government schools is 7.01 ± 0.92 . The mean score of (FSOC) of female teachers of government schools is 6.54 ± 1.35 . The comparison score of (FSOC) between male and female

government school teachers indicates no significant difference ($P=0.087$). The mean score of (FSOC) of male teachers from private school setting is 3.77 ± 1.40 . The mean score of (FSOC) of female teachers from private school setting is 5.01 ± 1.60 . The comparison result of (FSOC) indicates a significant difference ($P=0.000^{**}$). The comparative results of male teachers from government schools and male teachers from private schools indicate a significant difference ($P=0.000^{**}$) in Friedman social well-being. The results of (FSOC) between government and private female school teachers also indicates that, there is a significant difference ($P=0.000^{**}$).

The mean score of Friedman Socioeconomic Status (FSES) of male teachers from government schools is 6.29 ± 1.04 . The mean score of (FSES) of female teachers of government schools is 6.50 ± 1.28 . The comparison score of male and female government school teachers indicates no significant difference in well-being related to socioeconomic status ($P=1.000$). The mean score of (FSES) of male teachers from private school setting is 5.09 ± 1.28 . The mean score of (FSES) of female teachers from private school setting is 4.52 ± 1.06 . The comparison result of (FSES) indicates a significant difference ($P=0.004^*$). The results indicate that, there is a significant difference ($P=0.000^{**}$) of Well-being related to socioeconomic status between government male and private male school teachers. The result also indicates a significant difference of (FSES) between government and private female school teachers ($P=0.000^{**}$) in Friedman well-being related to socioeconomic status. The mean score of Friedman Jovial (FJOV) of male teachers from government schools is 7.05 ± 0.83 . The mean score of (FJOV) of female teachers from government schools is 6.97 ± 1.34 . The comparison score of male and female government school teachers indicates no

significant difference in Jovial ($P=1.000$). The mean score of (FJOV) of male teachers from private school setting is 4.65 ± 1.51 . The mean score of (FJOV) of female teachers from private school setting is 4.71 ± 1.33 . The comparison result of (FJOV) between male and female teachers from private school setting indicates no significant difference ($P=1.000$). The comparison result of (FJOV) of male teachers between government schools and private schools indicates that, there is a significant difference ($P=0.000^{**}$). The comparison result of (FJOV) between government and private female school teachers indicates a significant difference ($P=0.000^{**}$).

The mean score of Friedman Emotional Stability (FES) of male teachers from government schools is 6.00 ± 0.50 . The mean score of (FES) of female teachers from government schools is 6.11 ± 0.93 . The comparison score of male and female government school teachers indicates no significant difference in emotional stability ($P=1.000$). The mean score of (FES) of male teachers from private school setting is 4.54 ± 0.68 . The mean score of (FES) of female teachers from private school setting is 4.72 ± 0.70 . The comparison result of (FES) of male and female teachers from private school setting indicates no significant difference ($p=0.488$). The comparison result of (FES) indicates that, there is a significant difference ($P=0.000^{**}$) of emotional stability between government male and private male school teachers. The comparison result of (FES) between female teachers from government and private school teachers ($P=0.000^{**}$). The mean score of Friedman Happiness (FHAPP) of male teachers from government schools is 7.55 ± 1.38 . The mean score of (FHAPP) of female teachers of government schools is 6.85 ± 1.95 . The comparison score of male and female government school teachers indicates no

significant difference in Friedman happiness ($P=0.095$). The mean score of (FHAPP) of male teachers from private school setting is 4.12 ± 2.46 . The mean score of (FHAPP) of female teachers from private school setting is 3.43 ± 2.21 . The comparison result of (FHAPP) between male and female teachers from private school setting indicates no significant difference ($P=0.098$). The results between government male and private male school teachers indicate that, there is a significant difference ($P=0.000^{**}$) in Friedman Happiness. The result indicates a significant difference of (FHAPP) between government and private female school teachers ($P=0.000^{**}$).

The mean score of Friedman Total Well-being (FTOTAL) of male teachers from government schools is 12.86 ± 0.85 . The mean score of (FTOTAL) of female teachers of government schools is 12.80 ± 1.74 . The comparison score of male and female government school teachers indicates no significant difference in total well-being ($P=1.000$).

The mean score of (FTOTAL) of male teachers from private school setting is 9.01 ± 0.88 . The mean score of (FTOTAL) of female teachers from private school setting is 9.33 ± 1.00 . The comparison result of (FTOTAL) between male and female teachers from private school setting indicates no significant difference ($p=0.300$). The results also indicate that, there is a significant difference ($P=0.000^{**}$) of (FTOTAL) between government male and private male school teachers. Similarly, the result also indicates a significant difference between government and private female school teachers ($P=0.000^{**}$) in Friedman Total well-being. Table-2 & 3 depicts the difference between male and female teachers from government and private school setting.

Table-2: Descriptive Results of Subtests of Friedman Well-being and Total Psychological Well-being of Male and Female Participants from Government and Private School Teachers

Variables	Categories	N	Mean	Std. Deviation
Friedman Social Well-being (FSOC)	Male Teachers from Government Schools	100	7.01	0.92
	Female Teachers from Government Schools	100	6.54	1.35
	Male Teachers from Private Schools	100	3.77	1.40
	Female Teachers from Private Schools	100	5.01	1.60
Friedman Socioeconomic Status (SES)	Male Teachers from Government Schools	100	6.29	1.04
	Female Teachers from Government Schools	100	6.50	1.28
	Male Teachers from Private Schools	100	5.09	1.28
	Female Teachers from Private Schools	100	4.52	1.06
Friedman Jovial (FJOV)	Male Teachers from Government Schools	100	7.05	0.83
	Female Teachers from Government Schools	100	6.97	1.34
	Male Teachers from Private Schools	100	4.65	1.51
	Female Teachers from Private Schools	100	4.71	1.33

Friedman Emotional Stability (FES)	Male Teachers from Government Schools	100	6.00	0.50
	Female Teachers from Government Schools	100	6.11	0.93
	Male Teachers from Private Schools	100	4.54	0.68
	Female Teachers from Private Schools	100	4.7198	0.70
Friedman Happiness (FHAPP)	Male Teachers from Government Schools	100	7.55	1.38
	Female Teachers from Government Schools	100	6.85	1.95
	Male Teachers from Private Schools	100	4.12	2.46
	Female Teachers from Private Schools	100	3.43	2.21
Friedman Total Well-being (FTOTAL)	Male Teachers from Government Schools	100	12.86	0.85
	Female Teachers from Government Schools	100	12.80	1.74
	Male Teachers from Private Schools	100	9.01	0.88
	Female Teachers from Private Schools	100	9.33	1.00

Table-3: Post Hoc Comparison of Friedman well-being between Male and Female School Teachers from Government and Private Settings

Variables	(I) Point	(J) Point	Mean Difference (I-J)	Std. Error	Level of Significance.
Friedman Social Well-being (FSOC)	Male Government school teachers	Female Government school teachers	.46932	.19104	0.087
		Male Private school teachers	3.23980*	.19007	0.000**
		Female Private school teachers	2.00706*	.18960	0.000**
	Female Government school teachers	Male Government school teachers	-.46932	.19104	0.087
		Male Private school teachers	2.77048*	.19104	0.000**
		Female Private school teachers	1.53775*	.19057	0.000**
	Male Private school teachers	Male Government school teachers	-3.23980*	.19007	0.000**
		Female Government school teachers	-2.77048*	.19104	0.000**
		Female Private school teachers	-1.23274*	.18960	0.000**

	Female Private school teachers	Male Government school teachers	-2.00706*	.18960	0.000**
		Female Government school teachers	-1.53775*	.19057	0.000**
		Male Private school teachers	1.23274*	.18960	0.000**
Friedman Socioeconomic Status (FSES)	Male Government school teachers	Female Government school teachers	-.20993	.16609	1.000
		Male Private school teachers	1.19960*	.16525	0.000**
		Female Private school teachers	1.76828*	.16484	0.000**
	Female Government school teachers	Male Government school teachers	.20993	.16609	1.000
		Male Private school teachers	1.40953*	.16609	0.000**
		Female Private school teachers	1.97821*	.16568	0.000**
	Male Private school teachers	Male Government school teachers	-1.19960*	.16525	0.000**
		Female Government school teachers	-1.40953*	.16609	0.000**
		Female Private school teachers	.56868*	.16484	0.004*
	Female Private school teachers	Male Government school teachers	-1.76828*	.16484	0.000**
		Female Government school teachers	-1.97821*	.16568	0.000**
		Male Private school teachers	-.56868*	.16484	0.004*
Friedman Jovial (FJOV)	Male Government school teachers	Female Government school teachers	.08418	.18160	1.000
		Male Private school teachers	2.39610*	.18068	0.000**
		Female Private school teachers	2.33782*	.18023	0.000**
	Female Government school teachers	Male Government school teachers	-.08418	.18160	1.000
		Male Private school teachers	2.31192*	.18160	0.000**

		Female Private school teachers	2.25364*	.18115	0.000**
	Male Private school teachers	Male Government school teachers	-2.39610*	.18068	0.000**
		Female Government school teachers	-2.31192*	.18160	0.000**
		Female Private school teachers	-.05828	.18023	1.000
	Female Private school teachers	Male Government school teachers	-2.33782*	.18023	0.000**
		Female Government school teachers	-2.25364*	.18115	0.000**
		Male Private school teachers	.05828	.18023	1.000
Friedman Emotional stability (FES)	Male Government school teachers	Female Government school teachers	-.10620	.10192	1.000
		Male Private school teachers	1.46100*	.10140	0.000**
		Female Private school teachers	1.28420*	.10115	0.000**
	Female Government school teachers	Male Government school teachers	.10620	.10192	1.000
		Male Private school teachers	1.56720*	.10192	0.000**
		Female Private school teachers	1.39040*	.10167	0.000**
	Male Private school teachers	Male Government school teachers	-1.46100*	.10140	0.000**
		Female Government school teachers	-1.56720*	.10192	0.000**
		Female Private school teachers	-.17680	.10115	0.488
	Female Private school teachers	Male Government school teachers	-1.28420*	.10115	0.000**
		Female Government school teachers	-1.39040*	.10167	0.000**
		Male Private school teachers	.17680	.10115	0.488
Friedman Happiness	Male Government school teachers	Female Government school teachers	.70306	.29004	0.095

	Female Government school teachers	Male Government school teachers	-.70306	.29004	0.095
		Male Private school teachers	2.72694*	.29004	0.000**
		Female Private school teachers	3.42120*	.28933	0.000**
	Male Private school teachers	Male Government school teachers	-3.43000*	.28858	0.000**
		Female Government school teachers	-2.72694*	.29004	0.000**
		Female Private school teachers	.69426	.28786	0.098
	Female Private school teachers	Male Government school teachers	-4.12426*	.28786	0.000**
		Female Government school teachers	-3.42120*	.28933	0.000**
		Male Private school teachers	-.69426	.28786	0.098
Friedman Total Well-being (FTOTAL)	Male Government school teachers	Female Government school teachers	.06706	.16635	1.000
		Male Private school teachers	3.85500*	.16551	0.000**
		Female Private school teachers	3.53034*	.16510	0.000**
	Female Government school teachers	Male Government school teachers	-.06706	.16635	1.000
		Male Private school teachers	3.78794*	.16635	0.000**
		Female Private school teachers	3.46328*	.16594	0.000**
	Male Private school teachers	Male Government school teachers	-3.85500*	.16551	0.000**
		Female Government school teachers	-3.78794*	.16635	0.000**
		Female Private school teachers	-.32466	.16510	0.300
	Female Private school teachers	Male Government school teachers	-3.53034*	.16510	0.000**
		Female Government school teachers	-3.46328*	.16594	0.000**

Discussion and Conclusion

The results of the present study indicate a significant difference between government and private school teachers in Friedman social well-being ($P=0.000^{**}$); followed by Friedman well-being related to socioeconomic status ($P=0.000^{**}$); Friedman jovial ($P=0.000^{**}$); Friedman emotional stability ($P=0.000^{**}$); Friedman Happiness ($P=0.000^{**}$) and even in Friedman total well-being ($P=0.000^{**}$). In all sub-scales of Friedman well-being, it is found that government, school teacher's well-being is better than to the teachers from the private school setting. In this context the first hypothesis of the present study-government school teacher's well-being is better than to private school teachers is accepted. The reason might be the consistency of job, job security and less other work besides the teaching assignment in government school teachers whereas in private school settings, teacher's well-being is poor might be due to the reason of job-insecurity the pressure of authority and another assignment along with over teaching workload. In this regard, the recent study of Author (2001) also confirmed that, private school teachers suffer more occupational stress and burnout than to government school teachers that might lead them poor psychological well-being.

Further comparison scores of Friedman social well-being (FSOC) between male and female government school teachers indicates no significant difference ($P=0.087$). The comparison result of (FSOC) indicates a significant difference ($P=0.000^{**}$). The comparative results of male teachers from government schools and male teachers from private schools indicate a significant difference ($P=0.000^{**}$) in Friedman social well-being. The result of (FSOC) between government and private female school teachers also indicates that, there is a significant difference ($P=0.000^{**}$). In this context, it can be said that, both

male and female school teachers in government school are more social than the private school teachers. Besides that, it is also observed that, female school teachers from private school setting are more social than their male counterparts. The comparison score of male and female government school teachers indicates no significant difference in well-being related to socioeconomic status ($P=1.000$). The comparison result of (FSES) indicates a significant difference ($P=0.004^{*}$). The results indicate that, there is a significant difference ($P=0.000^{**}$) of well-being related to socioeconomic status between government male and private male school teachers. The result also indicates a significant difference of (FSES) between government and private female school teachers ($P=0.000^{**}$) in Friedman well-being related to socioeconomic status. The reason might be that, in government school setting, there is no difference in salary and other pay packages between government and private school teachers. But in the private school system, there is a no standard pay package for teachers where some teachers having better pay packages than to others in a similar school setting even when they are equally qualified. The socioeconomic status of male and female teachers from government and private school setting are definitely different, as it is observed that, private schools pay less to their teachers although they are equally qualified with the government school teachers.

The comparison score of male and female government school teachers indicates no significant difference in Friedman Jovial ($P=1.000$). The comparison result of Friedman jovial (FJOV) between male and female teachers from private school setting indicates no significant difference ($P=1.000$). The comparison result of (FJOV) of male teachers between government schools and private schools indicates that, there is a significant difference ($P=0.000^{**}$). The

comparison result of (FJOV) between government and private female school teachers indicates a significant difference ($P=0.000^{**}$). The result of Friedman jovial indicates no significant difference between male and female teachers from government schools as they are from the same workplace setting. Similar results also found in jovial between male and female school teachers from the private setting. But in jovial male and female teachers of government schools are better than private school teachers. The comparison score of male and female government school teachers indicates no significant difference in emotional stability ($P=1.000$). The comparison result of Friedman emotional stability (FES) of male and female teachers from private school setting indicates no significant difference ($p=0.488$). The comparison result of (FES) indicates that, there is a significant difference ($P=0.000^{**}$) of emotional stability between government male and private male school teachers. The comparison result of (FES) between female teachers from government and private school teachers ($P=0.000^{**}$). In emotional stability, the present study indicates that, there is no significant difference between male and female teachers from government schools as they are from the same workplace setting. It is also observed that, in emotional stability between male and female school teachers from the private setting. But in emotional stability male and female teachers of government schools are better than private school teachers.

The comparison score of male and female government school teachers indicates no significant difference in Friedman happiness ($P=0.095$). The comparison result of Friedman happiness (FHAPP) between male and female teachers from private school setting indicates no significant difference ($P=0.098$). The results between government male and private male school teachers indicate that, there is a

significant difference ($P=0.000^{**}$) in Friedman Happiness. The result indicates a significant difference of (FHAPP) between government and private female school teachers ($P=0.000^{**}$). The comparison score of male and female government school teachers indicates no significant difference in total well-being ($P=1.000$). The comparison result of (FTOTAL) between male and female teachers from private school setting indicates no significant difference ($p=0.300$). The results also indicate that, there is a significant difference ($P=0.000^{**}$) of (FTOTAL) between government male and private male school teachers. Similarly, the result also indicates a significant difference between government and private female school teachers ($P=0.000^{**}$) in Friedman Total well-being. In happiness, and even in total well-being, the results of the present study affirmed that, there is no significant difference between male and female teachers from government schools and also between male and female school teachers from the private setting. But in happiness and total well-being male and female teachers of government schools are better than private school teachers. In this context, the second hypothesis-Male and female teachers from both government and private school setting will be different in their psychological well-being is partially accepted as the result proved that, there is no significant difference between male and female teachers from same school setting but the study indicates a significant difference in well-being between male and female teachers from both government and private school settings. Similarly, in the case of female teachers from government and private school setting, there is a significant difference in psychological well-being. Finally, it can be said that government school teachers (both male and female) are better in psychological well-being from both the male and female teachers of private schools. Although some studies (e.g.

Kaur, 2011; and Author, 2001) confirmed that, private school teachers, especially female teachers are more occupationally distress than teachers from government school that negatively affects their psychological well-being. Very few studies (e.g. Zahoor, 2015) conducted in the well-being of teachers comparing between government and private school setting and also confirmed the results of the present study, that female teacher's well-being are quite pitiable than to their male counterparts in both government and private school settings. Besides that, similar to the present study, many studies, confirmed that, government, school teachers, psychological well-being is quite better than to the teachers from the private school setting. Some of the researchers (e.g. Monk et al, 2000; Reilly, Dhingra, & Boduszek, 2014; Vijay, 2015)) also confirmed that, male teachers working in secondary schools felt more job stress than female teachers, in other words, it can be said that, male teachers are more stressed than to the female teachers working in secondary school system. In this context, the 2nd and 3rd hypothesis of the present study are associated and confirmed that, the psychological wellbeing of female teachers are better than to the male teachers in both government and private school settings.

In this context, it can be said that, in the role of teacher is most important in overall all development of the students, those are future of every nation, some of the strategies should be implemented by addressing potential challenges to teachers' psychological health and well-being (e.g., Parker, Saklofske, Wood, & Collin, 2009). Kidger et al. (2010) and Scheerder, Van Audenhove, Arensman, et al. (2011) suggested that, as professionals who as part of their job have regular and frequent interactions with a wide range of young people, teachers may be in a unique position to recognize the first signs of

mental health problems as well as to provide first line support and referral to mental health specialists have expressed concern that if teachers' own mental health are neglected, that can directly or indirectly affect the mental health of students. Coping and regulation abilities have strongly associated with lower rates of teacher stress and burnout (e.g., Chan, 2006) and higher levels of well-being (e.g., Brackett, Rivers, & Salovey, 2011; Chang, 2009). It is important to target some of the coping strategies for the enhancement of the psychological well-being of teachers, whether the teachers are from government and private school settings.

In their research, Jennings, and Greenberg, (2009) suggested that a pro-social classroom focusing the teachers' well-being can help to improve the teacher-student relationship. They also suggested that, effective classroom management and successful social and emotional learning program implementation, and organizing the intervention programmes by the school authorities can help to improve the wellbeing potentiality and quality of teaching of the teachers (Jennings, & Greenberg, 2009). From the results of the present study, it can be concluded that, although the well-being of government school teachers is better than to the private school teachers still, intervention for all teachers are most necessary. The present study indicates that, female teacher's wellbeing in both government and private school setting is somehow better than to their male counterparts. The most important limitation of the present study is that, it not based on any intervention for the well-being of the stakeholder. Although the study is conducted on 400 participants, still it is homogeneous in nature in Indian sub-continent. But still, the study confirmed that, teachers well-being is in a pitiable situation not only in India but in many developing and under-developed countries. Further, researchers based on factors affecting teachers' well-being and providing the

intervention for the well-being of teachers can be suggested.

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