

SELF-ASSESSMENT CRITERIA OF TEACHER'S WELL-BEING

Diana Liepa, Aija Dudkina, Maruta Sile

Riga Teacher Training and Educational Management Academy, Riga, Latvia

E-mail: diana.liepa@rpiva.lv, aija.dudkina@rpiva.lv, maruta.sile@rpiva.lv

Abstract

Our dynamic life brings changes not only into our daily life, but in thinking and the way to work and to learn as well. We have to be faster and more flexible in order to develop our professional, social and civic competencies. Education helps to develop the attitudes, skills and knowledge necessary to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions. That is why teachers have to find the best ways in acquiring professional competencies and in developing their individual qualities. The teacher's role in the educational process has always been vital. Especial significance is being attached to the teacher's personality and professional growth, the teacher's satisfaction with the life in general and their abilities' conformity to the demands of the profession. The teacher's satisfaction serves as a motivation factor in order to advance the educator's professional competence (high mastery). The teacher's as a professional's advancement is closely connected with his personality development. The human's personality in general influences positively the professional adaptation, promotes professional creativity, safeguards from professional obsolescence. The teacher's personality maintains the professional expertise, promotes professional competences' advancement. There are relationships between aspects of teacher's well-being and student's learning, job performance or other aspects of teaching effectiveness. The teacher's well-being influences the effectiveness of student's learning.

Key words: compensation, dissatisfaction, professional development, satisfaction with work.

Introduction

In contemporary ever-changing social environment a crucial role is attached to the human and the individual's existential life (crucial in shaping individual destiny) in the community. The human ability to integrate himself into the community is determined by his holistic personality traits in total, and global education shaping of them plays an important part. Through analysis of globalisation tendencies all over the world and by learning of the main requirements to the future civilisation, the global education can be defined as an education direction with a peculiar learning style and way of thinking oriented to life-long learning, which maintains inter-connections between the local - regional and global dimension, opens up an opportunity to acquire and advance competences, which are needed by the human in order to adapt himself to the changing demands by the society. In conformity with the current global developmental tendencies the notion of competence is complemented by a novel behavioural aspect which suggests the necessity of creative activity. Apart from skills and qualifications as major constituent parts of the concept of competence, the notion of a competent person is being viewed from a new perspective. Competence can be detected and evaluated only when being engaged in some kind of activity, in reaching creative solutions in diverse situations which, in their turn, are based on innovatively developed self-experience, self-reflection and self-assessment. Competence has to be viewed from a perspective of the interplay between the personal, professional, social and even the impartial aspect. A new approach to understanding

integration has emerged. Theory of integrative processes proposes four different dimensions: individual processes, interactional processes, institutional processes, social processes. It is crucial to link the individual and the social aspects.

Problem of Research

It is essential to continue the research with the analysis of scientists' concepts in pedagogy as well as the psychology that fundamentally clarify the developmental necessity of teacher's well-being. It is clear that the nature of and its impacts on health, economic, social and educational matters are still not well understood by the society.

The teacher's well-being influences the effectiveness of student's learning. Teachers' work comprises different factors:

- Teaching;
- Pedagogical growth;
- Keeping abreast of technological innovations;
- Dealing with students, parents and society.

These factors influence teacher's well-being and competence. The school's system is influenced by number of interpersonal relationships. The changing demands influence teacher's well-being and learning process. Teachers are experiencing increasing levels of stress and burnout. Teacher's well-being and competence are connected with job satisfaction. The negative factors could be:

- Negative work climate;
- Lack of support;
- Collaboration and respect.

There is a variety of research reports, evaluation studies and more polemic articles, on teachers' well-being and how it can be supported. Published studies are on more general aspects of workplace health, particularly mental health.

Research Focus

The aim of the study is: to establish and analyze the teachers' satisfaction with their job correlation with psychological well-being aspects in an X school and its interaction with teacher's professional development. The question is: "Is there a correlation between the psychological aspects and the job satisfaction aspects in the selected teachers' group?"

Methodology of Research

General Background of Research

Competence approach to education foresees that the educator's professional advancement involves the following components: professional competence, self-realisation and self-actualisation (Burke, 1990). The teacher motivation is directly influenced most essentially by the opportunities of gaining satisfaction, receiving gratitude and excitement caused by work itself and whether the work itself promotes professional development (Babris, 2007). The educator's professional development, based on the competence approach, is being accomplished, by considering principles, which are in compliance with the paradigm of the human-oriented education (3eep, 2004):

- Compensation principle – substitution of the missing skills or competencies. Personal experience cognition, based on reflection, skill to advance self-realisation, to shape the pedagogical activity in accordance with the requirements of the society;

- Creative activity principle;
- Professional analogy and heredity principle, i.e., research of colleagues' experiences. Collaboration, reconciliation, coordination, innovation implementation into pedagogical activity;
- Synergy principle - professional shaping by impact of several factors, which are determined by individual's peculiarities;
- Pedagogical growth motivation principle – leads to zero development, if there is no conformity with the person's interests, aims, demands;
- Reflection principle - society demands define only orientation role of the educator. Professional advancement is based on "I" conception, individual's awareness, desire to realize his potential, by using analysis, pedagogical activity self-analysis, by setting steps to further personality development;
- Activity principle – development of significant traits, attitudes for profession in pedagogical activity;
- Continuous professional development principle – autonomous resolving of pedagogical tasks in professional performance

Each resolution brings in changes, stimulates the teacher's personality self-development. Enabling teacher's well-being demands creative activity, cognitive development, social interaction. Communication and positive attitude are essential for enabling teacher's well-being and work-life balance.

Sample of Research

Contemporary positive psychology, in researches on well-being shows two main directions, by which psychological well-being is being explained and researches. The first is hedonism (Kahneman, 1999) based on belief that well-being consists of happiness, optimism and other positive subjective emotions and attitudes. This hedonistic approach is connected to the subjective well-being. The second direction – eudemonia (Waterman, 1993) reflects opinions that well-being consists of not only of feeling of happiness, but involves several more components such as personality growth, aim of life, achievements. Well-being is created by the actualisation process of human potentials

Thus, psychological well-being is a generalised and complicated aim of human life. Carola Ryff, in her researches focuses on assessment of psychological well-being (Ryff & Hidrich, 1997, Ryff & Essex, 1996). She explains the factors, which create various variations for the human's psychological well-being. Ryff gives characteristics to psychological well-being as a different subjective well-being and presents a multidimensional approach to measuring tool of psychological well-being (PWB) consisting of six crucial aspects of actualisation: positive relationship with the surrounding people, the sense of life, self-acceptation, skill to belong to environment and community, autonomy and personal growth.

The educator's professionalism consists of his skills, knowledge and experience in conformity with the respective educator's traits of the profession. Moreover, the educator's innovative activity brings in development of significant, progressive innovations and their implementation in the educator's professional activities, which confirm his personal growth advancement and provides psychological well-being (Caldwell, Herold & Fedor, 2004).

The teacher – being professional, changes and advances his personality and individuality by professional means, tries and knows how to cause the community interest in the results of his professional activities, takes into consideration the novel professional demands, thus, ensuring his psychological well-being.

Research methods: 1) the Job Satisfaction Survey (JSS) created by Paul E. Spector (1988), which includes 36 statements arranged into nine scales has been used to find out the

teachers' satisfaction with work level. The author of the survey defines satisfaction with work as emotional attitude to work. The work has to be tended to bring in satisfaction with various aspects of job. 2) Scales of Psychological Well-Being, (PWB, Ryff, 1989).

Table 1. Self assessment Criteria of Subjective Well-being and Job Satisfaction.

Subjective Well-Being	Job Satisfaction
Autonomy	Payment
Skill to belong to a community	Promotion
Personal growth	Job management
Positive relationship with the surroundings	Additional bonuses and perks
Sense of life	Set payment
Self-acceptance	Job conditions
	Colleagues, communication
	Job specifics

Basis for the Research: X school. Participants of the research – teachers of X school. A total of 20 questionnaires were distributed to a random sample of the teachers selected in the X school. 3 usable questionnaires were returned. Participants were assured of the confidentiality of information provided.

Instrument and Procedures

The survey consists of six sub-scales, which determine the relationship with the surrounding people, sense of life, autonomy, self-acceptation, personal growth and skill to belong to a community. Each scale consists of 9 formulated statements. Respondents were asked to self-assess to what extent they agree to the statement made from 1 (totally disagree) to 6 (totally agree). Negative statements were reversed.

1. Autonomy

Positively formulated statements: 1.; 7.; 19.; 31.; 49. Negatively formulated statements: 13.; 25.; 37.; 43.

- High assessment: You are autonomous and self-dependent, can stand up against ways of thinking and acting forced upon you by the community. You assess yourself according to standards set up by yourself and make decisions for action yourself.
- Low assessment: you lack a certain strict opinion; you feel worried how other people think of you and what they expect from you. You submit to community pressures.

2. Skills to belong to the community and environment

Positively formulated statements: 2.; 20.; 32.; 38.; 50.

Negatively formulated statements: 8.; 14.; 26.; 44.

- High assessment: You are competent and sure, efficiently use opportunities, can change the environment and situations according to your own standards and needs.
- Low assessment: You don't feel real life space, feel unable to change or improve your life environment, can hardly cope with everyday duties, do not realize and do not use the opportunities offered by life.

3. Personal growth

Positively formulated statements: 12.; 15.; 27.; 39.

Negatively formulated statements: 3.; 21.; 33.; 45.; 51.

- High assessment: You are continuously improving; foresee development of yourself and your behavior, fulfillment of your potentials, you are always open to innovations.
- Low assessment: You feel personal stagnation; you feel lack of development, often feel the confusion of life.

4. Positive relationship with the surrounding people

Positively formulated statements: 4.; 22.; 40.; 52.

Negatively formulated statements: 10.; 16.; 28.; 34.; 46.

- High assessment: warm and close relationship with neighbours, based on loyalty. You are empathetic, you are concerned about well-being of other people, are capable of affection and intimacy. In relations can figure out how to make concessions and come to compromise.
- Low assessment: Trust-based relationship is practically impossible, difficult to be sincere, open and to care for others. In relationships often feel lonely, reluctant to negotiation in order to safeguard friendly relationship.

5. Sense of life

Positively formulated statements: 35.; 41.; 47.; 53.

Negatively formulated statements: 5.; 11.; 17.; 23.; 29.

- High assessment: Precisely set aims for life, clearly know what direction to take in life. You are sure of reaching the set aims and tasks.
- Low assessment: lack of self-set aims and tasks, lack of comprehension of sense of life. No confidence and trust giving sense to life.

6. Self-acceptation

Positively formulated statements: 6.; 12.; 24.; 30.; 48.; 54.

Negatively formulated statements: 18.; 36.; 42.

- High assessment: you have a positive attitude to yourself and others, you can accept good and bad traits of your personality. You are satisfied with your background.
- Low assessment: Past events have led you to be disappointed; you are not satisfied with yourself. You are not satisfied with your personality traits, you wish to change yourself, you want to be different from present self.

Data Analysis

In order to answer the issues forwarded by the research, the survey statistical criteria were set for establishing the teacher group's satisfaction with work and psychological well-being. Table No 1 displays Scales of Psychological Well-Being (PWB) and Job Satisfaction Survey (JSS) descriptive statistical criteria.

Table 2. Self - assessment criteria of Teachers' Job Satisfaction and Psychological Well-Being Survey (N=17).

Criteria	Scales of Psychological Well-Being	Job Satisfaction
The arithmetic mean (X)	234	124
Median (Me)	237	123
Mode (Mo)	Total of 17 assessments	Total of 17 assessments
Standard deviation (s)	9.91	10.28
Excess kurtosis (E)	0.03	-1.37
Skewness/Asymmetry coefficient (A)	0.17	0.04
Minimum (min)	216	108
Maximum (max)	255	142
Number of observations (n)	17	17
Total Σ	1642	868
K4	3.03	1.53
Compliance with the normal distribution	Yes	Yes

The results of psychological well-being show that $K_{calc} = 3.03$, and it fits into limits of $K_{crit\ low} = 1.53$ to $K_{crit\ top} = 4.23$. Distribution according to K_4 moment is in compliance with normal distribution. Distribution according to Skewness/Asymmetry coefficient also is in compliance with normal distribution, as $A_{calc} = 0.17 < A_{crit} = 1.008$. Taking into consideration that both K_4 and Asymmetry coefficient is in compliance with normal distribution, the group is in compliance with normal distribution. Job Satisfaction results show that $K_{calc} = 1.53$, and it fits into limits from $K_{crit\ low} = 1.42$ till $K_{crit\ top} = 4.23$. According to K_4 moment indicators, the distribution is in compliance with normal distribution. Asymmetry coefficient also is in compliance with normal distribution, as $A_{calc} = 0.04 < A_{crit} = 1.008$.

Therefore, a conclusion can be drawn that also the data obtained for job satisfaction are in compliance with a normal distribution, as both K_4 and Asymmetry coefficient is in conformity with the normal distribution, the group is in compliance with the normal distribution.

Results of Research

Due to the research the correlation between psychological well-being aspects and job satisfaction aspects was calculated and established. As all the changeable variables (survey aspects for psychological well-being and job satisfaction) are measured by interval scale, then, in order to establish correlation closeness and statistical significance, Pearson correlation coefficient calculations were used (see Table No 3).

Table 3. Correlation between Job Satisfaction and Psychological Well-being.

Subjective well-being survey	Job satisfaction								
	Payment	Promotion	Job management	Additional bonuses and perks	Set payment	Job conditions	Colleagues	Job specifics	Communication
Autonomy	-0.15	-0.53	-0.33	0.31	0.48	-0.13	0.37	-0.45	-0.17
Skill to belong to community	-0.16	-0.20	0.8	-0.10	-0.23	-0.07	-0.05	0.81	-0.008
Personal growth	-0.46	-0.15	0.05	0.10	0.36	-0.13	0.30	-0.37	0.73
Positive relationship with the surroundings	-0.34	-0.23	-0.12	-0.26	-0.55	0.43	0.34	0.06	-0.08
Sense of life	-0.53	-0.45	0.50	-0.20	-0.16	-0.09	0.40	0.25	0.59
Self-acceptance	-0.54	-0.70	0.40	-0.78	-0.32	-0.68	0.48	0.21	0.65

$p > 0.05$, * - close correlation

When analysing the psychological wellbeing correlation and the aspects of job satisfaction, it should be considered that the selection is small and the obtained results cannot be related to the whole population of teachers, but only to this definite selection group. There is a positive correlation between the job management and the skill to belong to community ($r = 0.8$ if $p < 0.05$, where $r_{crit} = 0.754$), job specifics and the skill to belong to community ($r = 0.81$ if $p < 0.05$, where $r_{crit} = 0.754$) and communication and personal growth, the correlation of these aspects is direct.

There is close opposite correlation between additional payment and self-acceptance ($r = -0.78$ if $p < 0.05$, where $r_{crit} = 0.754$) and between career promotion and self-acceptance ($r = -0.70$ if $p < 0.05$, where $r_{crit} = 0.754$). So as $r = „-”$, then these correlations are opposite.

The correlation has to be assessed as medium close, but statistically insignificant between the payment and personal growth ($r = -0.46$ if $p < 0.05$, where $r_{crit} = 0.754$), between payment and sense of life ($r = -0.53$ if $p < 0.05$, where $r_{crit} = 0.754$), between payment and self-acceptance ($r = -0.54$ if $p < 0.05$ where $r_{crit} = 0.754$), between promotion and autonomy ($r = -0.53$ if $p < 0.05$, where $r_{crit} = 0.754$), between promotion and sense of life ($r = -0.45$ if $p < 0.05$, where $r_{crit} = 0.754$), between the set payment and positive relationship with the surrounding people ($r = -0.55$ if $p < 0.05$ where $r_{crit} = 0.754$), between job specifics and self-acceptance ($r = -0.68$ if $p < 0.05$, where $r_{crit} = 0.754$), as well as between job specifics and autonomy ($r = -0.45$ if $p < 0.05$, where $r_{crit} = 0.754$). The correlation of these traits are opposite, alongside with the increase of one trait, comes the decrease of the other and vice versa.

As medium close, but statistically insignificant have to be assessed correlations between job management and sense of life ($r = 0.50$ if $p < 0.05$, where $r_{crit} = 0.754$), between job management and self-acceptance ($r = 0.40$ if $p < 0.05$, where $r_{crit} = 0.754$), between the set payment and autonomy ($r = 0.48$ if $p < 0.05$, where $r_{crit} = 0.754$), between conditions and positive relationship with the surrounding people ($r = 0.43$ if $p < 0.05$, where $r_{crit} = 0.754$), between the colleagues and sense of life ($r = 0.40$ if $p < 0.05$, where $r_{crit} = 0.754$), between the colleagues and

self-acceptance ($r = 0.48$ if $p < 0.05$, where $r_{crit} = 0.754$), between the communication and sense of life ($r = 0.59$ if $p < 0.05$, where $r_{crit} = 0.754$), as well as between the communication and self-acceptance ($r = 0.65$ if $p < 0.05$, where $r_{crit} = 0.754$). So as $r = „+”$, then correlations are direct, respectively, if one trait increases, then also increases the other and vice versa.

Discussion

Further we interpret our results in the light of other published results by adding additional information from the sources we have cited in the introduction section as well as by introducing new sources.

The aim of our research is to establish and analyze the teacher satisfaction with job correlation with psychological well-being aspects in X school. The results of this research confirmed a close relation, if the teacher is satisfied with the job, then he is satisfied with his life and vice versa.

For the research completion the psychological well-being concept by Carol Ryff (Ryff & Hidrich, 1997, Ryff & Essex, 1996), which assesses six main aspects: positive correlation with the surrounding, sense of life, self acceptance, skill to be in compliance with environment and society, autonomy and personal growth.

As revealed by the previous research (e.g., McKenna, 2000, Первин & Джон, 2000) and this research results, satisfaction with a job is closely correlated with the personal traits, following, professional development is closely connected with the professional's personal development. Both our research results and other researches show (e.g., McKenna, 2000, Первин & Джон, 2000) that the aspects of the teacher's psychological well-being have a positive impact on professional proficiency, in turn promoting development of professional competences. We got convinced that the educator's innovative activity and implementation of innovations in his professional activities in X school confirm his personal growth and provides psychological well-being, which are in compliance with the results gained by other researches (e.g., Caldwell, Herold & Fedor, 2004, etc.).

The research revealed that the communication aspect is significant for teachers' personal growth, a sense of life comprehension and self acceptance. It was proved by statistically significant positive correlation between the aspect of communication and several studied aspects. First, by *personal growth aspect*, which means the teacher's ability to development by increase of mutual communication in school environment. Second, by *sense of life aspect*, because by *increase* of mutual communications provisions, psychological well-being increases. Therefore, mutual communication is ensured, which develops the teacher's positive attitude to work and gives sense to the activity. Third, by *self acceptance aspect*, as ensuring of mutual communication brings along increase of teachers' positive attitude to self and others.

By further studies, it is recommendable to verify the correlation of psychological well-being not only with job satisfaction but also with other aspects. In future researching the psychological well-being correlation and satisfaction with work aspects, it is necessary to increase selection by inclusion into studies other schools not only in Latvia but also schools from other countries, thus, carrying out transculture research, which obviously would extend the aspects onto the factors influencing and their connection with other significant professional development aspects. Finally, the human ability to integrate into contemporary changing social environment is determined by the entirety of his personal traits, which are greatly influenced by global education, therefore, researches should forward new hypothesis in order to specify mechanisms for educator professional development based on competence approach, considering the principles that are in accordance with the human-oriented education paradigm (acc. to Зееп, 2004).

Conclusions

The obtained research results prove that the members of the teachers' group possess statistically significant positive correlation between the communication aspect and the personal growth aspect. High communication indices reveal that the teachers in their attitudes are open to innovative ideas, in perspective predict their professional growth. In its turn, the teachers' ability to advancement improves inter-communication in the school environment.

The obtained results reveal that there exists a positive correlation between the communication aspect and the sense of life aspect. Due to increase of inter-communication maintenance, psychological well-being is increased. Thus, inter-communication is maintained, which facilitates teachers' positive attitude to their work and fulfils the activity with common sense.

The teachers' group possesses positive correlations between the communication aspect and the aspect of self-acceptance. By ensuring inter-communication, increases the teachers' positive attitude towards themselves and others.

There exists a correlation between psychological well-being aspects and the job satisfaction aspects. The greater job satisfaction the teacher feels, the more content he is with life; and vice versa, the greater is the teacher's satisfaction with life, the more content he is with his job.

References

- Čehlova Z. (2002). *Izziņas aktivitāte mācībās*. R: RaKa
- Garleja, R. (2006). *Cilvēkpotenciāls sociālā vidē*. Rīga: RaKa., 35., 113.lpp.
- Adelman, Howard S., Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full-service schools. *American Journal of Orthopsychiatry*, 67 (3), 408-421.
- Burke, J. W. (1990). *Competency Based Education and training*. Falmer press.
- Butler, R. (2007). Teachers' achievement goal orientations and associations with teachers' help seeking: Examination of a novel approach to teacher motivation. *Journal of Educational Psychology*, 99 (2), 241-252.
- Gold, A. (2007). Quality and School-Based Continuous Professional Development: School Leaders' Responsibilities. Institute of Education, University of London, England. Springer International Handbook of Information Technology in Primary and Secondary Education. Retrieved from <http://psycnet.apa.org>
- Ingersoll, R. M., & Smith, T. M. (2004). *Do Teacher Induction and Mentoring Matter?* Vanderbilt University & University of Pennsylvania, Retrieved from rmi@gse.upenn.edu.
- Kenna, Mc. J. (2000). *Raymond Cattell. Personality trait theory*. Retrieved from <http://www.le.ac.uk/education/>
- Lambert, Nadine M. (Ed), McCombs, Barbara L. (Ed). (1998). *How students learn: Reforming schools through learner-centered education*, 353-377. Retrieved from <http://psycnet.apa.org>
- Middleton, J. A., Goepfert, P. (1996). Inventive strategies for teaching mathematics: Implementing standards for reform. Psychology in the classroom: A series on applied educational psychology, 55-72. Retrieved from http://www.usg.edu.au/library/helpreferencing/apa_psycnet.apa.org
- Wang, J, Odell, S. J., & Schwille, S. A. (2008). Effects of Teacher Induction on Beginning Teachers' Teaching: A Critical Review of the Literature. *Journal of Teacher Education*, 59 (2), 132 - 152.
- Waterman, A. S. (2000). Ego Identity Status, Identity Style, and Personal Expressiveness. *Journal of Adolescent Research*, 15 (4), 504-521.
- Зеер, Э. Ф. (2003). *Психология профессий: Учебное пособие для студентов вузов*. 2-е изд., перераб., доп. М.: Академический Проект; Екатеринбург: Деловая книга, 336 с.

*Advised by Ausma Špona, Riga Teacher Training and Educational Management Academy,
Latvia*

Received: *September 30, 2012*

Accepted: *November 05, 2012*

<i>Diāna Liepa</i>	Dr.paed., Assistant Professor, Riga Teacher Training and Educational Management Academy, Imantas 7. līnija, Riga, LV- 1083, Latvia. E-mail: diana.liepa@rpiva.lv
<i>Aija Dudkina</i>	Dr. psych., Assistant Professor, Riga Teacher Training and Educational Management Academy, Imantas 7. līnija, Riga, LV- 1083, Latvia. E-mail: aija.dudkina@rpiva.lv
<i>Maruta Sīle</i>	Dr. paed. Professor, Riga Teacher Training and Educational Management Academy, Imantas 7. līnija, Riga, LV- 1083, Latvia. E-mail: maruta.sile@rpiva.lv