A COMPARATIVE STUDY OF WORK CULTURE AND WELL-BEING OF PRIVATE AND GOVERNMENT SCHOOL TEACHERS

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Abstract

The present study conducted on 200 private and government school teachers working in Bhiwani district of Haryana. The purpose was to study the effect of work culture on well-being of teachers working in private and government school. Scale of work culture and mental Health Continuum short form was used for Collection of data. The data was analyzed to get mean, S.D. and t value. The results indicate that there exists a significant difference in all components of work culture which influences well-being of the teachers. The result indicates that there exists a significant difference in all components of subjective well-being of private and government school teachers. There is a positive correlation between work culture and subjective well-being. Happy teachers are creative, progressive, innovative, flexible in cognition, energetic, healthy and have good social relations.

Keywords: Work culture, subjective well-being, private and government school teachers.

Introduction: Work culture may be defined as the rules regulation, policies, practices, traditions/rituals and values/beliefs of the organization. It is a reflection of various norms and standards followed by its people. A good work environment addresses the culture of the group and the humanity of the individual. It also acknowledges that some habitat needs are universal. The notion of time, time management, punctuality is still an anathema in India. It is more to do with the mindset ingrained in the Indian culture. It is common thing to postpone/ cancel scheduled meeting, reschedule meeting with a short notice. Work is a part of life and not life…. People try to have good work ethic, they work with dedication and complete their work done on time. Deadlines are critical part, you should never avoid any deadlines… being on time is important.

In order to survive in any filed, one has to raise their performance by investing in new technologies as well as reorganizing human resource strategies. Research has shown the influence of organizational factors (e.g. organizational culture) on employees, particularly in terms of their well-being, **Miles and Man gold** (2007); **Stark, Shaw and Duffy** (2007); **Zempetakis, Beldekos and Moustaris** (2009).

Subjective well-being seeks to understand what is affecting the well-being of an individual and what makes us really happy**. For Conrad** (1998), professionals spend one third of their waking hours at work and do not necessarily leave the tasks when they leave these places. In fact, personal life and work life are not separate entities; in contrast, they are interrelated domains that have reciprocal effects**. Daniels** (2000); **War** (2007,2009) advocates that the well-being at work includes both affective aspects (emotions and moods) and cognitive (perception of achievement). Regarding antecedents of well-being at work it is passed on to employees. So well-being is now concerned with individual as well as with productivity/yield. The aim of present study is to study the effect of work culture on well-being of private and government school teachers.

Objectives:

1. To study and compare the work culture and subjective well-being of government and private school teachers.

2. To study the effect of work culture on subjective well-being.

3. To find out the inter-correlation between work culture and subjective well-being of government and private school teachers.

Hypotheses

1. There is no significant difference in the work culture of government and private school teachers.

2. There is no significant effect of work culture on subjective well-being of government & private school teachers.

3. There is no significant inter-correlation between work culture and subjective well-being.

Sample:- 100 Government and 100 Private School Teachers of Bhiwani District were taken as sample as per convenience.

Tools:- Tools used were work culture questionnaire by **Shrijaa** (2009) and mental health continuum short form (MHC-SF) by **Keyes** (2009)

Method:- Aim of present study is to know the effect of work culture on well-being of the school teachers. 100 teachers each working in government and private school of Bhiwani District were taken as per convenience. Work culture questionnaire by **Shrijaa** (2009) and mental health continuum short form by Keyes (2009) were administered on both private and

government school teachers. The scores of both tests were taken to test the hypotheses of the study.

Results and Discussion

It is clear from the table 1 that the individual component of work culture of government school teachers is better than private school teachers. Mean score of openness, confrontation, trust and authenticity of government school teachers was higher than the private school teachers. Teacher of government school are open minded, have trust amongst them, confront the problem confidently and have authentic report in each and every sphere of school activities. These teachers have full autonomy to do new experiments in the school. They have full cooperation among them as compared do private school teachers. Private school teachers fully depend on the mercy of management and work as per the direction of the management. So they are not free to do work independently. 't' values of all component of work culture are significant at both .05 (1.97) and .01 (2.60) level. It indicates that all the component of work culture have higher 't' value and there is significant effect of work culture on the teachers working government school.

Table I – Mean, SD and t values of work culture.

	Govt. Teacher	School	Private Teachers	School	
Work Culture	Mean	S D	Mean	S D	t -value
Openness	13.86	2.18	10.25	2.34	11.288
Confrontation	14.25	2.29	11.58	3.12	6.89
Trust	15.11	3.11	12.23	2.86	6.81
Authenticity	13.29	2.25	11.28	2.76	5.64
Pro-activity	14.82	2.85	12.58	3.24	5.19
Autonomy	13.89	2.84	11.25	2.58	6.88
Collaborating	14.85	2.27	12.02	2.48	8.41
Experimentation	13.85	3.12	11.25	3.18	5.83
Total	113.92	20.91	94.44	22.56	6.98

Table 2- Means, SD and t values of subjective well-being.

Subjective Well-Being Scale		Private Teachers	School	Govt. Teachers	School	t- value
		Mean	SD	Mean	SD	
Emotional Well-Being		6.39	4.11	8.29	4.87	2.98
Social Well- Being		11.58	**4.85**	16.42	5.88	6.35
Psychological Well-Being		16.25	5.23	22.13	5.12	8.034
Total of Subjective Well-Being		34.22	12.49	46.84	13.07	33.347

2   From the table 2, it is clear that all the component of subjective well being of government school teachers have higher scores of mean as campared to private school teachers. As the government school teachers are well paid, having better service condition, job security, promotion, openess, trust, collaboration and trust among staff members. So the teachers of government school have good mood, temperament and having healthy diet like vegetable and fruit at regular intervel of time without any tension. They have good relation with each other and live happily after 6-7 hours of duty. On the other hand, private school teachers have to face so many problems like less salary, complex working conditions, no job security, always in tensions, no antonomy to work.   Independly, dependent on the management of each and every step. They suffer a lot both at affective (emotion and mood) and cognitive (perception of achievement) level. Happy people lead a healthy life by doing proper exercise and having consume good food. 't' value from table 2 indicates that there is significant effect of work culture on subjective well being of government school teachers. The total value of all the component if subjective well-being in 3.347. At 0.05 level of significance, the value of 't' is 1.97 and at 0.01 level of significance, the value of t is 2.60 (**Garrett,** 1966). Hence the calculated value of t is greater than the table value at both level. Hence, null hypothesis was rejected .

3   Ogunyemi and **Awoyele** (2014) found that good work culture is responsible for happiness and well being of a person. Good work culture affects the health of a person **Diener and Chan** (2011). People having high well being are always healthy, improved income, better social relations, work hard and get benefitted from social atmosphere. Happy people are more creative (**Amabile**, 2005), energetic, progressive and more flexible in doing various intellectual activities. Table 3 shows that there is positive (.478) and significant correlation between subjective well-being and work culture. Hence, the null hypothesis no 3 & rejected because there is positive and significant relationship between work culture and subjective well-being.

Table 3- Correlation between work culture and subjective well-being

Variable	Subjective well-being
Work Culture	. 478

Educational Implications:- From above discussion, it is evident that positive effect of work culture is seen in the improvement of teachers conditions in private school. If the management of school provides open atmosphere to discuss various problems of school,

teachers develop faith in management and staff memebers and work in the school as a team member and resolve various issues without fail. Management should trust these teachers by giving full autonomy to them. Like government school teachers, management must try to give pay as per government school teachers and rules should be framed to provide good service conditions so that they feel secure in the school.

Conclusions:- Work culture is important for the growth of a country. Work culture is inculcated by the teacher in its citizens in school. Work culture of every country is different. So the management of school should pick those habits/rules/conventions/rituals/beliefs or the best practices of work culture around world to adapt and implement them in our teachers.

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