

Relationship Between Psychological Well-Being and Quality of Life Among Teachers In Kuala Terengganu

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Abstract

The main purpose of this study was to investigate the relationship between psychological well-being and quality of life among teachers in Kuala Terengganu. The participants consist of 380 teachers from 36 secondary schools in Kuala Terengganu, Terengganu with the division of 113 male teachers and 267 female teachers. The respondents were randomly selected and the data were gathered through the distribution of questionnaire. The questionnaire used consists of two main scales which are Ryff's Psychological Well-Being Scale consist of 54 items reflecting the six areas of psychological well-being which are autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, and self-acceptance and World Health Organization Quality Of Life Scale (WHOQOL-BREF) consist of 26 questions covering four domains of factor contributing to quality of life – physical health, psychology, social relation and environment. The finding of the study indicate that the level of psychological well-being among teachers was in the moderate level where majority 350 (92.1%) of the respondents got moderate score and 30 (7.9%) of them got high score of psychological well-being, while the level of quality of life among teachers was in the high level where majority 336 (88.4%) of the respondents got high score and 44 (11.6%) of them got moderate score. Further, Pearson correlation analysis revealed that there was positive relationship ($r = 0.332^{**}$, $p = 0.00$) between psychological well-being and quality of life among teachers. It shows that the higher level of psychological well-being will increase the level of quality of life among teachers. Reflection for future research and occupational health, interventions are suggested.

Keywords: Psychological Well-Being, Quality Of Life, teachers

1. Introduction

Highly competitive conditions of today's global world put workers under a lot of stress. The teaching profession has been categorized as an occupation at high risk of stress (Chan and Hui, 1995; Pithers and Forgy, 1995). The Health and Safety Executive (2000) in the United Kingdom reported that teaching was the most stressful occupation, compared to other occupations, such as managing, nursing, and professional and community service occupations. It was also reported that two out of five teachers in the United Kingdom experienced stress, compared to one in five workers from other occupations. Consequently, this stress influences the Psychological Well-Being (PWB).

According to Reis, Araújo, Carvalho, Barbalho, & Silva (2006), teaching at primary and secondary education level put higher emotional rates compared to other formal profession in Brazil. This is supported by the idea launched by the International Labour Organization (Organisation Internationale du Travail [OIT], 1981) that teaching is a profession with high physical and mental risk levels. This phenomenon was not only revealed at Brazil, United Kingdom and Hong Kong, but it becomes an international phenomena including Malaysia.

By looking at the recent review by Union of Teaching Profession (NUTP), pressures faced by the teachers in Malaysia has been increasing over the last few years mainly due to the introduction

of new various educational programs as well as the use of an electronic system (e-system) to record all the activities at school (Lok Yim Pheng, 2015). There were many international researchers have demonstrated that the adverse conditions of teaching significantly affect teachers' rates of psychological wellbeing and quality of life (Kyriacou, 2003; Penteadó & Pereira, 2007; Xavier & Morais, 2007).

As we know, teaching is a very important profession in each country. It involves the creation and development of human capital which is the most important asset for countries' development. According to Wan Nor Hayati Wan Othman (2014), good psychological well-being will lead to a better quality of life and good performance. So that, it is important to explore about the psychological well-being and quality of life among the teachers to ensure the better quality of educational system in Malaysia.

1.1 Psychological Well-Being

Psychological well-being can be defined according to individual judgment towards his life, evaluation toward condition and expected value based on past experience and achievement in life (Tamara Turashvili and Marine Turashvili, 2015). It is supported by Goldberg et al., (1997), psychological well-being is understood as individuals' personal evaluation about their experiences of emotional tension, depression, anxiety, somatic symptoms, insomnia, social skills and skills to cope with adverse situations. Otherwise, World Health Organization (2003) has defined that psychological well-being as individual who is physically and mentally healthy and able to maintain positive relationship with others, take part in society's program and able to contribute to society as well. So that, we can conclude that psychological well-being can be referring to individual who is physically and mentally healthy and have positive judgments toward him and the surrounding environment.

Ryff (1989), see psychological well-being as an attempt to realize the potential of the individual, the development of individual potential and actual capabilities. She has distinguished six core dimensions and also developed an instrument that is now widely used by researchers. The theoretically derived dimensions of positive psychological well-being included *Autonomy*: Self-determination, independence and regulation behavior from within, *Environmental Mastery*: The ability to develop in the world and change it creatively by engaging in physical or mental activities, *Personal Growth*: Developing one's capacity to grow and expand from birth to death, *Positive Relation With Others*: Having close interpersonal relation based on trust and ability to love others, *Purpose in Life*: Having intentions, goals, and self-direction, and *Self-Acceptance*: The center of psychological well-being, characteristic of self-actualization, optimal functioning and maturity.

1.2 Quality of Life

The World Health Organization (WHO) has defined Quality of Life (QOL) as an individual's perception of their position in life, in the context of culture and value system in which they live and their relationship to the goals, expectations, standard and concerns. WHO has outlined four key elements that affect quality of life. These elements are psychological, physical health, social relationships and environment. In the other way, the determination of one's quality of life is influenced by the internal and external aspect of a person that's come from the environment.

In Malaysia's context, Omar (2009) mentioned that QOL encompasses the fulfillment of human needs such as a satisfactory material life, health, education, security, living in a clean environment and also the enjoyment of the aesthetic and spiritual needs. Malaysia has outlined ten key components that affect the quality of life of an individual in the Malaysian Quality of Life Index. These components are income and distribution, work environment, transport and communication, health, education, housing, environment, family life, social inclusion and public safety.

2. Method

2.1 Study Design

This study used a cross-sectional study design. The samples are randomly selected from the identified population and contacted at a specific time to obtain information.

2.2 Participants

Participants of this study were 380 teachers from 36 secondary schools in Kuala Terengganu, Terengganu. 113 of them were male teachers and 267 of them were female teachers. They were randomly selected by the researcher without looking at their background, age, teaching experiences and income.

2.3 Instruments

1) *Ryff Scale of Psychological Well-Being*. The Ryff Scales of Psychological Well-Being is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being. This instrument consists of 54 items reflecting the six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relation with others, purpose in life, and self-acceptance. Respondents rate statements on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating string agreements. All scales domain of psychological well-being showed satisfactory internal consistency (positive relation with others: $\alpha = .91$, autonomy: $\alpha = .86$, environmental mastery: $\alpha = .90$, personal growth: $\alpha = .87$, purpose in life: $\alpha = .90$ and self-acceptance: $\alpha = .93$).

2) *World Health Organization Quality Of Life (WHOQOL-BREF)*. The WHOQOL-BREF consist of 26 questions covering four domains of factor contributing to quality of life – physical health, psychology, social relation and environment. This instrument also includes 2 general questions about quality of life. Respondents rate statements on a scale of 1 to 5. All scales domain and general questions of quality of life showed satisfactory internal consistency (physical health: $\alpha = .95$, psychology: $\alpha = .93$, social relation: $\alpha = .89$, environment: $\alpha = .95$, general questions of quality of life: $\alpha = .84$).

2.3 Procedure

Data Collection- Initially, the school's principal were contacted to obtain the permission data collection process with the teachers at their school. During that meeting, they had received deep explanations about the objectives of the study, the benefits of the study and the procedure for data collection. The questionnaires were distributed to the selected respondents and they were given one week of time to fill up the questionnaire in order to avoid from disturbing them with their work and to give a space for them fill up the questionnaire sincerely without rush and stress.

Data Analysis- For data processing, Statistical Package for Social Sciences (SPSS) version 20 was used. Initially, descriptive analyses of frequency distribution were calculated (mean, min, max and standard deviation). Then the subjects were classified in three different groups (low, intermediary and high score) according to their scores on the variable 'Psychological Well-Being' (PWB) and Quality of Life (QOL). Finally the relation between psychological well-being and quality of life among the teachers were tested.

3. Results

Data were systematically analyzed by using Statistical Package for Social Sciences (SPSS) version 20 software. The background of the respondents, level of psychological well-being, level of quality of life and relationship between psychological well-being and quality of life among teachers were determined according to the tables below.

Table 1: Background of The Respondents

Variables		Frequency (N)	Percentage (%)
Sex	Male	113	29.7
	Female	267	70.3
	Total	380	100
Age	20-30 years old	18	4.7
	31-40 years old	105	27.6
	41-50 years old	176	46.3
	51 years old and above	81	21.4
	Total	380	100
Income	RM3000 and below	3	0.8
	RM3001 – RM4000	12	3.2
	RM4001 and above	365	96.0
	Total	380	100
Level of Education	Diploma	17	4.5
	Ijazah	353	92.9
	Sarjana	10	2.6
	Total	380	100
Marital Status	Single	19	5.0
	Married	350	92.1
	Divorced	11	2.9
	Total	380	100

3.2 Level of Psychological Well-Being

Table 2 sets out the mean ratings and standard deviations to the six domains of psychological well-being for all samples. The means range from 31.6 to 35.1, and standard deviations range from 3.37 to 4.25. As evidenced by means rating, the top domain that contribute to psychological well-being is environmental mastery with mean score 35.1 (highest) and standard deviation 3.90. This followed by positive relation with others and purpose in life (mean = 34.6), personal growth (mean = 32.4), autonomy (mean = 31.6), and self-acceptance (mean = 31.2). The study shows that the level of overall psychological well-being among teachers is in intermediate level with means 199.5 and standard deviation 16.78. The same results showed by the frequency of the respondents, where majority 350 (92.1%) of the respondents have moderate level of psychological-well-being.

Table 2: Scores Obtained on Psychological Well-Being

Psychological Well-Being (54 items)								
Factor	N	Mean	Min	Max	SD	Frequency of Participants per interval n (%)		
						Low	Moderate	High
Autonomy	380	31.6	22.0	44.0	4.16	0 (0%)	167 (43.9%)	213 (56.1%)
Environmental Mastery	380	35.1	23.0	45.0	3.90	0 (0%)	50 (13.2%)	330 (86.8%)
Personal Growth	380	32.4	22.0	41.0	3.52	0 (0%)	106 (27.9%)	274 (72.1%)
Positive Relation With Others	380	34.6	20.0	45.0	4.25	0 (0%)	65 (17.1%)	315 (82.9%)
Self- Acceptance	380	31.2	21.0	44.0	3.61	0 (0%)	154 (40.5%)	226 (59.5%)
Purpose In Life	380	34.6	22.0	45.0	3.37	0 (0%)	38 (10.0%)	342 (90.0%)
Overall Psychological Well-Being	380	199.5	151.0	254.0	16.78	0 (0%)	350 (92.1%)	30 (7.9%)

3.3 Level of Quality of Life

Table 3 sets out the mean ratings and standard deviation to six factors of quality of life for all samples. The means range from 14.1 to 16.2 and standard deviation range from 1.40 to 3.30. The top domain that influence quality of life is general domain with mean score 16.2 (highest) and standard deviation 1.97. This followed by physical health and social relationship (mean = 16.0), psychological and environment (mean = 14.7), and general question of quality of life (mean = 14.1). The overall level of quality of life among the respondents is in high level with mean 15.3 and standard deviation 1.57. It also can be seen by the frequency of the respondents, where majority 336 (88.4%) of them have high level of quality of life.

Table 3: Scores Obtained on Quality of Life

WHOQOL-BREF (26 items)								
Factor	N	Mean	Min	Max	SD	Frequency of Participants per interval n (%)		
						Low	Moderate	High
General 1	380	14.1	8.6	18.9	1.72	1(0.3%)	32 (8.4%)	347 (91.3%)
General 2	380	16.2	8.7	20.0	1.97	3(0.8%)	103 (27.1%)	274 (72.1%)
Physical Health	380	16.0	6.7	20.0	2.34	0 (0%)	131(34.5%)	249 (65.5%)
Psychological	380	14.7	11.0	18.0	1.40	0 (0%)	46 (12.1%)	334 (87.9%)
Social Relationship	380	16.0	4.0	20.0	2.12	0 (0%)	53 (13.9%)	327 (86.1%)
Environment	380	14.7	4.0	20.0	3.30	0 (0%)	50 (13.2%)	330 (86.8%)
Overall Quality of Life	380	15.3	9.1	19.2	1.57	0 (0%)	44 (11.6%)	336 (88.4%)

3.4 Relationship Between Psychological Well-Being And Quality of Life

Table 4 indicates that there are positive relationship between psychological well-being and quality of life among the teachers with coefficient of significant $p = 0.00$ and $r = 0.332^{**}$. This means the level of psychological well-being of the respondents is positively associated with their quality of life.

Table 4: Relationship Between Psychological Well-Being And Quality of Life

Variables	Quality of Life
Psychological Well-Being	Correlation (r) .332**
	Significant (2- tailed) .000
	N 380

**Correlation is significant at 0.01 level (2-tailed)

4. Discussion and Conclusion

The main objectives of this study are to identify the level of psychological well-being and quality of life among teachers in Kuala Terengganu, and also determine the relationship between them. The result of this study has shown that the overall psychological well-being levels among the respondents are moderate. In addition to the factors of psychological well-being, the present study identified environmental mastery is the main factors that contribute to psychological well-being among teachers. This followed by positive relation with others and purpose in life, personal growth, autonomy, and self-acceptance. Research finding also state that the level of quality of life among the respondents are high.

The results reveal that there are positive relationship between psychological well-being and quality of life among the teachers. This result is consistent with the finding of Monica, et al. (2010), and Elisa, et al. (2012). A teacher with good psychological well-being tend to have high level of quality of life. According to Refahi, et al. (2015), good psychological well-being will influence positive attitude, feeling of satisfaction, intimacy about relationship, feeling of independency, having purpose in life, feeling strong in life.

In conclusion, the result of the current study is a confirmation for the role of autonomy, purpose in life, positive relation with others, personal growth, self-acceptance and environmental mastery in influencing psychological well-being among teachers. Results also confirm the important of

psychological well-being in teacher's quality of life. With respect to the achieved results, it is suggested that other researchers repeat this study in other state and societies in Malaysia to achieve more accurate and generable results. And it is suggested to the person in charge of the educational systems to pay more attention on psychological well-being aspect among teachers to improve and sustain good work quality among them. A good intervention program or module also can be created to improve psychological well-being and quality of life among teachers.

5. Acknowledgment

This research was supported by Kementerian Pengajian Tinggi Malaysia under MyBrain15 program. I would like to thank my lecturers and colleagues from Institute of Community Development and Quality of Life, Universiti Sultan Zainal Abidin who provided insight and expertise that greatly assisted the research.

Nobody has been more important to me in the pursuit of this project than the members of my family. I would like to thank my parents, whose love and guidance are with me in whatever I pursue. They are the ultimate role models. Most importantly, I wish to thank my loving and supportive husband, and my daughter who provide unending inspiration.

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