

Establishing The Relationship Between Mental Wellbeing And Job Satisfaction Among Primary School Teachers In Kibera Educational Sub-County, Nairobi

Ghislain Kambale
Institute of Youth Studies
Tangaza University College
Catholic University of Eastern Africa

Abstract

Mental wellbeing and job satisfaction are fundamental for the emotional, psychological, intellectual and social development of teachers. This study investigated the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera Educational Sub-County, Nairobi. To attain this purpose, the objective of the study was to establish the relationship between mental wellbeing and job satisfaction among primary school teachers, and the null hypothesis was that there was no significant relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county. The population of the study included 882 teachers. The multistage sampling method was used to proportionately select 265 male and female participants in the study. Two standardized scales were used for data collection. The analysis of data was done using the descriptive and inferential statistics through the SPSS version 25. Primary school teachers in the area of the study reported a high level of psychological wellbeing 72.5% (N = 265) and a high level of job satisfaction 66.0% (N = 265). The results of the study revealed a positive and significant correlation ($r = .357, p < .001$) between psychological wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county. The study recommended that primary school teachers should attend counseling sessions to enable them raise their level of mental wellbeing and job satisfaction.

Date of Submission: 06-09-2023

Date of Acceptance: 16-09-2023

I. INTRODUCTION AND BACKGROUND

Hundreds of millions of workers around the world are concerned about their health, safety, and well-being (Russo & Terraneo, 2020; World Health Organization, 2010). However, the problem affects more than just individuals and their families. It is critical to the workforce. According to Menendez et al. (2019), fundamental human needs are satisfied by job. These fundamental human needs are tangible economic resources and job satisfaction; the opportunities to acquire life skills and a sense of value offered by meaningful work; and the advantages of social interactions and peer esteem.

In 2020, the WHO established the “Determinants of Mental Health and Mental Disorders” which comprise personal characteristics like ability to manage thought, emotion, behavior as well as interaction with others. Additionally, it encompasses state strategies, societal safeguarding, living standards, working circumstances, and community social supports (Russo & Terraneo, 2020). Therefore, a healthier place of work is one in which management and employees cooperate to safeguard and promote everyone’s health, safety, and well-being as well as the enduring survival for an organization.

Educators’ satisfaction and wellbeing form vital variables helping in managing and leading classrooms holistically (Jimenez, 2021). When it comes to providing the curriculum, services, and skill mastery in the sector of education to students, teachers are on the front lines (Asio & Bayucca, 2021). They receive technical support from mentors and experts, attend training sessions, and workshops to strengthen their teaching skills and become well-rounded educators of their students (Askell-Williams et al., 2015). The inherent talents that educators possess for educating currently are a result of their work related and individual histories. States should consider educators’ general wellbeing before placing them in the front lines of the education system (Avci et al., 2017). Teaching executives must make sure that teachers have the information, intellectual standpoint, skill-enrichment, and technical competence they need to serve students with various needs (Avci et al., 2017). Therefore, both their mental faculties and their level of stress should be stable.

Educators who are mentally healthy help children have outstanding learning and development opportunities through guidance and counselling sessions. Cowan (2012) calls for the necessity to develop psychological wellbeing awareness in schools and the skills of school psychologists in offering teachers high-quality, evidence-based treatments. Subsequently, instructors' stress controlling increases power to manage stresses in school. Nevertheless, research by von der Embse et al. (2019) demonstrates instructors having greater stress degree and weariness. According to Putwain and von der Embse's research (2018) with a sample of 839 educators from English schools in Liverpool (UK), the behavioral, cognitive-behavioral, and mindfulness interventions were the most successful for the teachers' internal consistency and factor loadings. As a result, the compulsory curriculum changes were associated with more pressure to teachers and high self-efficiency was associated with stress decrease.

Working for a greater level of competition and organizational success is a psychological process that is agreed upon in order to achieve job satisfaction (Kumari et al., 2014). Within an indoor environment, there is a favorable and substantial relationship between the office environment and employees' physical and mental wellbeing (Dlamini et al., 2020). Researchers have demonstrated that personality and work happiness may be related (Kamerāde et al., 2020; Signh & Kumar, 2016). Using longitudinal data from 40 participants, Kamerade (2020) discovered that even one day of rest each week had a considerable positive impact on one's mental wellbeing and health. According to Greenberg and Baron (2016), some personality traits may have a stronger correlation with work satisfaction than others. This lends credence to the notion developed by Barrick and Mount cited by (Muindi, 2016) who discovered that conscientious individuals are likely to do better at work. According to Signh and Kumar (2016), a person's personality determines whether they are satisfied or dissatisfied with their profession throughout the course of time. Ryan (2020) in his study on work fulfillment in a mental health organization environment in northern Indiana with 387 respondents, found that the trait disposition to experience negative effects, scrupulousness, and the tendency to experience positive emotions are more strongly related with work satisfaction than are amicability and openness to new experiences.

The research by Sahito and Vaisanen (2020) made the case that incentives including pay, bonuses, promotions, recognition, and prospects for advancement might boost employees' job satisfaction and motivation. Job satisfaction must be viewed in the framework of other important aspects, such as general wellbeing, life value, workplace pressure and institution affairs, and a general power of command in society and workplace (Tomazevic et al., 2014). Female teachers in India who were content and motivated were found to be dependent on their own wellbeing, according to a study conducted in India by Kumar (2015) on a total population of 200 female teachers. Accordingly, it is believed that the various job satisfaction factors are crucial and strongly correlated with teachers' levels of fulfilment and enthusiasm (Bryson et al., 2015), indicating that in order for educators and the educational system to prosper, policymaking bodies must adopt employee-friendly policies (Sohail & Delin, 2013). These factors also encourage the development of teachers' positive attitudes toward their work (Farzeen et al., 2015). Through their job satisfaction and motivation, employees are given independence and empowerment (Ayoub et al., 2018; Haas, 2010), which fosters a meaningful and positive connection (Zolkapli et al., 2020) between them and helps the employees and companies succeed.

Teachers that are happy in their positions typically possess a great degree of working capability and teaching abilities, as well as a sense of security about classroom management (Baloch et al., 2019). Core self-evaluation is a concept that covers self-worth, effectiveness, locus of control, and being emotionally stable for work fulfillment (Change et al., 2012). For Chang et al. (2012), workers would think less highly of their job if they feel awful and have setbacks at work. Kinman and Wray (2014) characterize instruction as an emotional activity in which instructors feel emotional weariness, burnout, and depersonalization.

Job satisfaction is a big topic worldwide (Kinman & Wray, 2014). Concerns regarding teacher attrition and turnover are frequently described as a complicated worldwide phenomenon (Rothì et al., 2010). According to a working paper created from International Labour Organization cited by Werang and Agung (2017), educators were not fulfilled with their working circumstances and felt the least fulfilled with the volume of time they had to complete their tasks. Salim et al. (2012) emphasize the need to adopt a more comprehensive view of oneself and take into account a number of aspects in order to get a positive understanding of self-esteem and its relationships. According to Farid and Akhtar (2013), a child's environmental understanding and self-opinion are greatly influenced by their teacher. Self-esteem is defined as an overall assessment of oneself that may be good or negative. According to Reilly and Eithne's (2012) study in Ireland, teachers who are unhappy with their jobs show less dedication, which increases their chance of quitting their job in the long run. Reilly and Eithne (2012) underline further that despite the fact that teaching may bring about personal fulfillment, instructors who experience more stress do so at the expense of their effectiveness, self-efficacy, and relationships with their students.

In the African region, many investigations have been done within the framework of teachers' job satisfaction (Adigun, 2020; Akomolafe et al., 2014; Ayele, 2014). According to Daumiller et al. (2021)

teachers' incentive and fulfillment remain vital to the effectiveness of their instruction and the achievement of high academic standards. According to Akomolafe and Ogunmakin (2014), in their research on emotional intelligence, occupation anxiety, and self-effectiveness among school teachers as indicators of job dissatisfaction in Nigeria with the sample of 398 teachers, they suggest that negative aspects such as absenteeism from school, turnover, hostile conduct toward other teachers and pupils, early retirement from teaching, and psychological disengagement from the workplace were result of job dissatisfaction at 75% of respondents. In Tanzania, teacher shortages due to turnover are also regularly reported in numerous states (Mbonea et al., 2021). Job happiness has been linked, on one hand, to favorable results, such as teacher retention and improved performance (Crick et al., 2018; Pepra-mensah et al., 2017), and on the other hand, low work happiness has been associated to, among other things, teacher's turnover, absenteeism, and subpar performance (Ofuani, 2010; Strydom et al., 2012). Nasrin and Shakir (2020) conducted a study in Egypt with 352 elementary school educators. The results indicated a highly meaningful relationship between work anxiety and educators' performance for the total sample ($r = -.776$; $p = 0.01$) level of correlation. It means that when teachers' occupational stress is high, their level of effectiveness decreases.

Teachers are crucial in helping Kenya meet its 2020 goal of ensuring universal access to education (UNESCO, 2014). However, the teaching profession is having issues with teachers' work happiness (Babita & Gurmit, 2014). Educators not contented may be less devoted and hence achieve lower than their potential. According to a research by Mutune and Orodho (2014), persons who experience pleasant emotions are happier in their employment. This is the result of the research carried on a population comprised of 319 classroom teachers and 29 principals from 29 schools in Mbeere South District, Kenya (M. Mutune & Aluko Orodho, 2014). Muindi (2016) in his study on a total of 365 lecturers in public universities in Kenya, confirmed a strong positive link among work happiness and quality of work life. This means that indeed quality of work life is significantly related to job satisfaction. According to Roy and Halder (2018), teachers at government schools are often thought to be dissatisfied with their jobs. The study conducted by Ogochi (2014) in Transmara, Kenya, concurs that low performance on national exams has been attributed to a lack of work satisfaction and that people are unable to reach their complete latent while their self-esteem is low and unappreciated.

The periodic demonstrations by educators' organizations in Kenya made it clear between the year 2010 and 2012 that teachers were still underpaid (Wachira & Gathungu, 2013). Therefore, the teachers' associations continued the ongoing pay negotiations for their members. The causes and effects of work satisfaction for teachers have captured the attention of scholars in the educational domain in Kenya. Otanga and Mange (2014) found that educators had low work fulfillment (57.4%) in their study about the primary school educators' job satisfaction as influenced by personal traits and institutional setting with a total of 123 primary school teachers in Mombasa. Another research by Wambasi (2015) on the impact of educator's incentives on work fulfillment revealed that work satisfaction among instructors was generally low and did not fluctuate based on gender, confirmed by the majority of respondents 87.94% out of 282 respondents.

Even though numerous studies have been done in the education sector about teachers' job satisfaction, however, the relationship between mental wellbeing and work fulfillment among primary school teachers in Kenya has not been largely investigated. Therefore, the researcher is wondering whether there could be a confirmed relationship between the two variables in Kibera educational sub-county, Nairobi. The relationship between mental wellbeing and work happiness among Kenyan primary school teachers has not been extensively studied. The present research therefore focused on the relationship between primary school teachers' mental well-being and job happiness in Kibera educational sub-county, Nairobi.

Statement of the Problem

Teachers' mental wellbeing and job satisfaction are fundamental for both their personal and professional wellbeing. Teaching occupation is considered to be among the most demanding ones (Maphalala, 2014). Teachers who benefit from positive mental wellbeing and high job satisfaction are more likely to manage their career growth and pupils' academic success.

Teachers are key agents of the realization of children's physical, cognitive, emotional and social development. However, teaching in Kibera constituency can be related to various environmental challenges and potential stressors such as limited working conditions, limited school facilities, over population, feeling of inefficacy, anxiety and burnout which might decrease teacher's job satisfaction and mental wellbeing. According to Wachira (2013), teachers have silently expressed their grievances about inadequate pays, excessive workload, few openings for career growth and advancement, little control over job-related decisions, conflicting roles, unclear work expectations, and job insecurity.

Subsequently, there is inadequate information available concerning the relationship between mental wellbeing and work fulfillment of elementary school educators in Kenya. If teachers' mental wellbeing and job satisfaction are not taken into consideration for their professional service, teachers are likely to work aimlessly, to have a low mental wellbeing, low self-efficacy, negative self-appreciation and dissatisfaction.

Nevertheless, the studies available have examined the social aspects of teachers' professional occupation and job satisfaction. Therefore, the appropriate response requires information to be gathered on mental wellbeing and teacher's disposition to job satisfaction in Kibera educational sub-county, Nairobi. In an attempt to fill the existing gap, this study seeks to establish the relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

II. METHODOLOGY

This study utilized the quantitative correlational survey design. Correlational survey design is the strategy and measurement that produces quantitative correlational values (Rovai et al., 2014). The quantitative design was utilized to evaluate the strength of the relationship between the two quantitative variables of the study by using a correlation coefficient. Once the two variables were measured, they were then computed through the correlational coefficient to ascertain how approximately the two variables' values were connected or fluctuated in a noticeable way. Data collection and analysis was carried out using mathematical and statistical techniques focusing upon the psychological wellbeing scale and the job satisfaction survey. Furthermore, the analyzed results were generalized to the population of the study.

This study used the multistage sampling technique. The first stage involved categorizing the population according to their gender. Therefore, 428 (48.5%) teachers were male and 454 (51.5%) teachers were female. The next stage involved the extraction of the fraction to calculate the sample. The fraction was found by dividing the sample of the study with the total population of the study ($Fr = 0.3$). The last stage was to proportionately calculate the sample of the study according to gender of participants. Hence, from a total of 428 male teachers 128 (30%) were selected to respond to the questionnaire and from a total of 454 female teachers 137 (30%) were selected to respond to the questionnaire. The total number of respondents in the current research was 265 male and female teachers selected from the primary schools in Kibera educational sub-county.

The first variable of the study, mental wellbeing, was measured by the psychological wellbeing scale (Ryff, 1989). The PWBS version of the 18 items was used to gauge the degree of mental well-being of primary school teachers in Kibera educational sub-county. PWBS consists of six distinct dimensions comprising life purpose, autonomy, personal growth, self-acceptance, positive relation and environmental mastery with three items in each dimension from which total scores were computed. There is no exact score or maximum defining high or low psychological wellbeing. The distinctions between high or low psychological well-being can be derived from distributional information from the data collected. For this study, low level of psychological wellbeing referred to scores from 18 (16.7%) to 41 (38%), moderate level of psychological wellbeing from 42 (38.9%) to 66 (61%), high level of psychological wellbeing ranged from 67 (62%) to 89 (82.4%) and very high level of psychological wellbeing referred to scores from 90 (83.3%) to 108 (100%).

The study's second variable, work happiness, was measured by asking educators in Kibera educational sub-county to complete the Spector's Job Satisfaction Survey (JSS). This consisted of 27 items and of nine sub-scales. Each sub-scale composes three items, from which total scores were computed. The negative statements were reversely scored prior to adding them to the favorably worded items to create full scores because high scores on the scale indicated high work fulfillment. Since a score of 1 for strongest disagreement on a positively worded question is similar to a score of 6 for strongest agreement with a negatively written item, these scores can be meaningfully combined. Therefore, for this study, low level of job satisfaction referred to scores from 27 (16.7%) to 61 (37.6%), moderate level of job satisfaction from 62 (38.3%) to 96 (59.3%), high level of job satisfaction ranged from 97 (59.9%) to 131 (80.9%) and very high level of job satisfaction referred to scores from 132 (81.5%) to 162 (100%).

The descriptive statistics were used to determine the high and low values of scores of respondents for each item of the instruments. The high value indicated a high level of mental wellbeing and job satisfaction, while the low value indicated a low level of mental wellbeing and job satisfaction. Pearson correlational coefficient was executed to analyze the strength of the relationship between mental wellbeing and job satisfaction. The result of the test indicates if a weak or strong relationship existed between variables.

The researcher obtained the consent of respondents and of those in positions of authority. Permissions were acquired from Tangaza University College research ethics committee, National Commission for Science, Technology and Innovation, Kibera education authorities, the different schools and the participants. Finally, copies of the final report were deposited to the research sites at the completion of the study.

III. RESULTS

Table 3 Response Rate

Instrument	Produced Questionnaires	Sample of Respondents	Returned Questionnaires	Properly filled	Spoiled
Questionnaire	290	265	274	265	9

The sample for this study was 265 respondents drawn from a population of 882 primary school teachers in Kibera educational sub-county using the Krejcie and Morgan (1970) formula. The researcher produced 290 copies of questionnaires in anticipation that some questionnaires may not be returned and others might be spoiled. Therefore, the researcher was in position to get the 265 copies of questionnaires which equal to the total number of the study sample $n = 265$ (100%).

Table 4 Reliability of the Scales

Scale	No. of items	Mean(M)	SD	Cronbach's (a)	Scoring
Psychological Wellbeing Scale (PWBS)	18	80.88	10.28	.725	1 to 6
Job Satisfaction Survey (JSS)	27	109.19	16.63	.802	1 to 6

The Cronbach's (1951) test used to assert the reliability of the 18 items of the psychological wellbeing scale on a 6 Linkert scale has revealed an alpha of $\alpha = .725$ which is considered acceptable implying that the Ryff (1989) psychological wellbeing scale applied well to the respondents in the current research. In the similar way, the Cronbach's test was used to measure the reliability of 27 items of the Spector's (1985) job satisfaction survey. The reliability of the job satisfaction survey on a 6 Linkert scale was $\alpha = .802$ which is considered good implying that the Spector's job satisfaction survey applied well to the respondents in the current study.

Table 7 Level of Respondents' Psychological Wellbeing

Descriptions	Frequency	Percent
Low level of PWB	0	0.00
Moderate level of PWB	26	9.81
High level of PWB	192	72.45
Very High level of PWB	47	17.74
Total	265	100.0

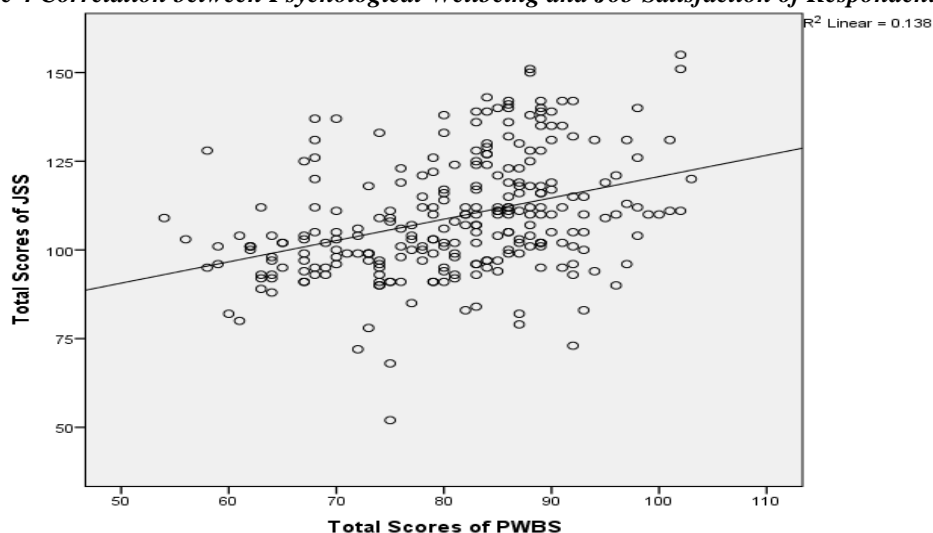
Table 7 presents the levels of psychological wellbeing. Respondents who scored from 18 to 41 are the category of low level of PWB, from 42 to 65 are in the category of moderate level of PWB, from 66 to 89 are in the category of high level of PWB and from 90 to 108 are in the category of very high level of PWB. Therefore, the descriptive statistics results show that no respondent score low level of psychological wellbeing, 26 (9.81%) respondents scored moderate level of psychological wellbeing and 192 (72.45%) respondents scored high level of psychological wellbeing and 47 (17.74%) respondents scored very high level of psychological wellbeing.

Table 8 Level of Respondents' Job Satisfaction

Descriptions	Frequency	Percent
Low level of JS	1	0.38
Moderate level of JS	57	21.51
High level of JS	175	66.04
Very high level of JSS	32	12.08
Total	265	100.0

Table 8 describes the levels of job satisfaction. Respondents who scored between 27 and 61 have low level of job satisfaction, those who scored between 62 and 96 have moderate level of job satisfaction, between 97 and 131 have high level of job satisfaction and those who scored between 132 and 162 have very high level of job satisfaction. Therefore, the descriptive statistics results showed that 1 (0.4%) respondent scored low level of job satisfaction, 57 (21.5%) respondents scored moderate level of job satisfaction, 175 (66.0%) scored high level of job satisfaction and 32 (12.1%) respondents scored very high level of job satisfaction.

Figure 4 Correlation between Psychological Wellbeing and Job Satisfaction of Respondents



The inspection of the scatterplot was done in figure 4 to evaluate the assumption of homoscedasticity and assess the linear association among variable A and B. The result of the inspection of the scatterplot suggests that the assumption of homoscedasticity was met and that a linear association existed among psychological wellbeing scale and job satisfaction survey.

Table 16. Pearson Correlation Coefficient for the Relationship between Psychological Wellbeing and Job Satisfaction

	Total Score PWBS	Autonomy	Environmental Mastery	Growth	Relationship with others	Purpose in life	Self-acceptance
Total Score JSS	.371**	.126**	.235**	.288**	.286**	.201**	.250**
Salary	.095	-.030	.051	.014	.077	.021	.200**
Promotion	.129*	-.067	.110	.205**	.138*	-.006	.097
Supervision	.231**	.055	.168**	.234**	.117	.143*	.149*
Benefits	.188**	.032	.192**	.165*	.101	.005	.211**
Rewards	.258**	.163**	.098	.167**	.185**	.198**	.153*
Conditions	.303**	.144*	.199**	.212**	.266**	.200**	.117
Co-workers	.353**	.174**	.205**	.328**	.349**	.203**	.078
Nat-Work	.219**	.042	.128*	.120	.083	.240**	.188**
Communication	.256**	.174**	.135*	.137*	.240**	.092	.185**

*Weak degree of significance
 **Strong degree of significance

The Pearson Product Moment Correlation analysis indicated that there was a positive and significant correlation between psychological wellbeing and job satisfaction, $r = .357, p < .001$. Therefore, the null hypothesis was maintained that there was no significant relationship between mental wellbeing and job satisfaction among primary school teachers in Kibera educational sub-county, Nairobi.

IV. DISCUSSION

Level of Psychological Wellbeing among Primary School Teachers

The level of psychological wellbeing of primary school teachers was determined by administering the psychological wellbeing scale. The psychological wellbeing scale is a standardized tool with six sub-scales (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance) and rated at 6 Likert scale. The evaluation of the level of psychological wellbeing was based on the Ryff (1989) theory considering the attempt to live a functional life, optimism and hope, personal development, striving against the difficulties of life and making sense of life. The investigation was guided by Ryff et al. (1995) on the scoring of the PWBS and its sub-scales, and the determination of the levels of examination of mental wellbeing.

In general, the results of the psychological wellbeing scale reported a high level of psychological wellbeing ($n = 192; 72.5%$). Therefore, findings revealed a high consistent degree of psychological wellbeing

among primary school teachers. The high level of psychological wellbeing among primary school teachers was based on their level of self-independence, managing surrounding, self-development, relationship with colleagues, meaning in life and self-acceptance. These findings were, therefore, related to the research conducted by Salim et al. (2012) in Malaysia that revealed a majority of respondents (99.7%) had a positive level of emotional intelligence. However, the findings of this research did not concur with the results of the research conducted by Kidger et al. (2016) confirming a low mental wellbeing and excessive depressive symptoms in teachers.

Level of Job Satisfaction among Primary School Teachers

The level of job satisfaction of primary school teachers was determined by administering the job satisfaction survey. The job satisfaction survey is a standardized tool with nine sub-scales (salary, promotion, supervision, fringe benefits, contingent rewards, working conditions, co-workers, nature of work and communication) and rated at 6 Likert scale. The investigation was guided by Spector (1997) on scoring and interpretation of the JSS and its sub-scales and determination of the levels of examination of job satisfaction. The two factor theory by Herzberg (1959) suggesting the hygiene and motivating factors led the investigation of the current research.

Work satisfaction in this research referred to the feeling of well-being that a person receives by the evaluation of one's experience at work. In general, the results of the job satisfaction survey reported a high level of job satisfaction ($n = 175$; 66.0%) among the participants in the current study. These results showed that there was a high positive level of job satisfaction among primary school teachers in Kibera educational sub-county. The high level of job satisfaction among primary school teachers in the area of research was based on the level of satisfaction with salary, elevation, control, work welfare, encouragement, working settings, workmates, type of duty and conversation channel. The findings of this study concurred with the research conducted by Gesinde and Adejumo (2012) in Nigeria that revealed almost all participants (99%) were satisfied with their job. However, findings from the research did not concur with the outcomes of research by Pepra-Mensah et al. (2017) in Ghana which indicated that 70% of respondents were not satisfied with the work benefits received in the school.

Relationship between Psychological Wellbeing and Job Satisfaction among Primary School Teachers

This section discussed the results of the Pearson product correlation coefficient performed between psychological wellbeing and job satisfaction of respondents. Pearson results indicated that there was a consistent and meaningful relationship between psychological wellbeing and job satisfaction of primary school teachers, $r = .357$, $p < .001$. The findings of this research confirmed that the higher the teachers enjoy psychological wellbeing, the higher their job satisfaction. These findings concurred with the research done by Aliakbari (2015) which established a positive and meaningful relationship between job satisfaction and mental wellbeing of teachers, $r = .300$, $p = .000$. In the same vein, Bashir et al. (2020) found that job satisfaction was moderately positive and quantitatively significant, $r = .41$, $p = .01$. The correlation was performed among sub-scales of psychological wellbeing and occupation fulfillment. The study found that the high level of psychological wellbeing among primary school teachers in the area of the study involved their level of autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. These factors of psychological wellbeing were positively and significantly correlated with the factors of job satisfaction. The high level of teachers mental wellbeing and job satisfaction was the foundation of teachers finding meaning in their work and their lives, to have positive self-efficacy and positive self-appreciation.

Psychological wellbeing encompasses numerous elements such as satisfaction, life fulfillment, uniqueness, self-awareness, livelihood, family life and education. The studies discussed in this section have concurred with the outcomes of this research and have demonstrated an existing consistent and meaningful association among psychological wellbeing and elementary educators' work fulfillment. Therefore, the higher the psychological wellbeing of teachers, the higher their job satisfaction.

Reference

- [1]. Adigun, O. T. (2020). Relationship Between Personal And Work-Related Factors And Job Satisfaction Of Nigerian Teachers In Special Schools. *International Journal Of Education And Practice*, 8(3), 599–614. <https://doi.org/10.18488/International.61.2020.83.599.614>
- [2]. Akomolafe, J. M., Ogunmakin, A. O., & Fasooto, G. M. (2014). Job Satisfaction Among Secondary School Teachers: Emotional Intelligence, Emotional Stress And Self-Efficacy As Predictors. *Journal Of Education And Social Research*, 3(2), 335–349.
- [3]. Aliakbari, A. (2015). The Impact Of Job Satisfaction On Teachers Mental Health: A Case Study Of The Teachers Of Iranian Mazandaran Province. *World Scientific News*, 12, 1–11.
- [4]. Asio, J.-M., & Bayucca, S. A. (2021). Spearheading Education During The COVID-19 Rife: Administrators' Level Of Digital Competence And Schools Readiness On Distance Learning. *Journal Of Pedagogical Sociology And Psychology*, 3(3), 19–26.
- [5]. Askell-Williams, Helen, & Lawson, M. J. (2015). Relationships Between Students' Mental Health And Their Perspectives Of Life At

- School. *Health Education*, 115(3–4), 249–268.
- [6]. Avci, A., Bozgeyikli, H., & Kesici, S. (2017). Psychological Needs As The Predictor Of Teachers' Perceived Stress Levels. *Journal Of Education And Training Studies*, 5(4), 154–164.
- [7]. Ayele, D. (2014). Teachers' Job Satisfaction And Commitment In General Secondary Schools Of Hadiya Zone, In Southern Nation Nationality And People Of Regional State. Jimma University.
- [8]. Ayoub, D., Al-Akhras, D., Na'anah, G., & Al-Madadha, A. (2018). The Relationship Between Psychological Empowerment And Creative Performance Of Employees: Mediating Effect Of Job Satisfaction In Internation Non-Governmental Organizations. *European Scientific Journal*, 14(20), 217–239.
- [9]. Babita, A., & Gurmit, S. (2014). Teacher Effectiveness And Self-Confidence As Predictor Of Burnout Among Male Secondary School. *Multidisciplinary-Online Research Journal*, 11(1), 2320–2341.
- [10]. Baloch, T., Sabra, M., & Zia-Ur-Rehman, M. (2019). Investigating The Relationship Between Identity-Based Leadership And Employee Engagement With Employee Core Self-Evaluation. *Global Social Sciences Review*, 5(3), 170–180.
- [11]. Bashir, R., Shahzad, S., Khalid, M., & Farooqi, M. S. (2020). Correlation Of Self-Esteem, Job Satisfaction And Psychological Well-Being Among Special Education Teachers. *Al-Qalam*, 23(1), 512–522.
- [12]. Bryson, A., Forth, J., & Stokes, L. (2015). Does Worker Wellbeing Affect Workplace Performance? London School Of Economic And Political Science.
- [13]. Change, M. L., Ferris, D. L., Johnson, R. E., Rosen, C. C., & Tan, J. A. (2012). Core Self-Evaluations A Review And Evaluation Of The Literature. *Journal Of Management*, 38(1), 81–128.
- [14]. Cowan, K. C. (2012). Mental Health Awareness Month And Speak Up For Kids. *Communique*, 40(6), 28–29.
- [15]. Crick, L., Brooke-Sumner, C., Baingana, F., Baron, C. E., Breuer, E., Chandra, P., Haushofer, J., Herrman, H., Jordans, M., Kieling, C., Medina-Mora, E. M., Morgan, E., Omigbodun, O., Tol, W., Patel, V., & Saxena, S. (2018). Social Determinants Of Mental Disorders And The Sustainable Development Goals: A Systematic Review Of Reviews. *The Lancet Psychiatry*, 5, 357–369.
- [16]. Cronbach, L. J. (1951). Coefficient Alpha And The Internal Structure Of Tests. *Psychometrika*, 16(3), 297–334.
- [17]. Daumiller, M., Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). Do Teachers' Achievement Goals And Self-Efficacy Beliefs Matter For Students' Learning Experiences? Evidence From Two Studies On Perceived Teaching Quality And Emotional Experiences. <https://doi.org/10.1016/j.learninstruc.2021.101458>
- [18]. Dlamini, Z., Hlophle, T. G., & Mohammed, M. (2020). Exploring The Relationship Between Unemployment And Mental Illness Among The Youth In Selected Communities Of Eswatini. 1–19.
- [19]. Farid, M. F., & Akhtar, M. (2013). Self-Esteem Of Secondary School Students Of Pakistan. *Middle East Journal Of Scientific Research*, 14(10), 1325–1330.
- [20]. Farzeen, M., Ahmad, A., & Anwar, N. (2015). Relationship Among Job Satisfaction, Attitude Towards Work And Organizational Commitment. *Journal Of Management Info*, 5(1), 84–96.
- [21]. Gesinde, M. A., & Adejumo, O. G. (2012). Job Satisfaction Status Of Primary School Teachers In Ota, Nigeria. *European Journal Of Educational Studies*, 4(1), 11–18.
- [22]. Greenberg, M. T., Brown, J. L., & Abenavoli, R. (2016). Teacher Stress And Health: Effects On Teachers, Students, And Schools. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University, September 2016, 1–14. <https://www.rwjf.org/en/library/research/2016/07/Teacher-Stress-And-Health.html>
- [23]. Haas, M. R. (2010). The Double-Edge Swords Of Autonomy And External Knowledge: Analyzing Team Effectiveness In A Multinational Organization. *The Academy Of Management Journal*, 53, 989–1008.
- [24]. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The Motivation To Work* (2nd Ed.). Wiley.
- [25]. Jimenez, E. C. (2021). Impact Of Mental Health And Stress Level Of Teachers To Learning Resource Development. *Shanlax International Journal Of Education*, 9(2), 1–11. <https://doi.org/10.34293/education.v9i2.3702>
- [26]. Kameräde, D., Balderson, U., Burchell, B., Wang, S., & Coutts, A. (2020). Shorter Working Week And Workers' Well Being And Mental Health. Centre For Business Research, University Of Cambridge, 522(September), 1–25.
- [27]. Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., King, M., & Gunnell, D. (2016). Teachers' Wellbeing And Depressive Symptoms, And Associated Risk Factors: A Large Cross Sectional Study In English Secondary Schools. *Journal Of Affective Disorders*, 192, 76–82. <https://doi.org/http://dx.doi.org/10.1016/j.jad.2015.11.054>
- [28]. Kinman, G., & Wray, S. (2014). Emotional Labor And Job Satisfaction In The UK Teachers: The Role Of Workplace Social Support. *Journal Of Educational Psychology*, 31(7), 843–856.
- [29]. Kumar, A. (2015). Job Satisfaction Among Female Teachers: A Comparative Study. *International Journal Of Core Engineering & Management*, 2(5), 50–63.
- [30]. Kumari, G., Joshi, G., & Pandey, K. M. (2014). Analysis Of Factors Affecting Job Satisfaction Of The Employees In Public And Private Sector. *International Journal Of Trends In Economics Management And Technology*, 3(1), 1–19.
- [31]. M. Mutune, M. K. J., & Aluko Orodho, P. J. (2014). Teachers' Turnover: What Are The Explanatory Variables In Public Secondary Schools In Mbeere South Sub-County, Embu County, Kenya? *IOSR Journal Of Humanities And Social Science*, 19(12), 11–24. <https://doi.org/10.9790/0837-191211124>
- [32]. Maphalala, M. C. (2014). The Manifestation Of Occupational Stress In The Teaching Profession: The Unheeded Voices Of Teachers. *Mediterranean Journal Of Social Sciences*, 5(1), 77–88.
- [33]. Mbonea, J. T., Akech, E., Ounga, O., & Nyarusanda, C. (2021). Factors Affecting Secondary School Teachers' Job Satisfaction In Lushoto District, Tanga Region In Tanzania. *Open Journal Of Social Sciences*, 9, 474–490.
- [34]. Menéndez-Espina, S., Llosa, J. A., Agulló-Tomás, E., Rodríguez-Suárez, J., Sáiz-Villar, R., & Lahseras-Díez, H. F. (2019). Job Insecurity And Mental Health: The Moderating Role Of Coping Strategies From A Gender Perspective. *Frontiers In Psychology*, 10(FEB), 1–10. <https://doi.org/10.3389/fpsyg.2019.00286>
- [35]. Muindi, F. K. (2016). The Influence Of Personality On The Relationship Between Quality Of Work Life And Job Satisfaction Among Academic Staff In Kenyan Public Universities. *British Journal Of Economics, Management & Trade*, 15(2), 1–11. <https://doi.org/10.9734/Bjemt/2016/28334>
- [36]. Nasrin, S., & Shakir, M. (2020). Teacher Morale And Occupational Stress As The Predictors Of Teacher Effectiveness Of Secondary School Teachers. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, 17(7), 10752–10763.
- [37]. Ofuani, F. N. (2010). An Analysis Of Factors Affecting Job Satisfaction Of Women In Paid Employment In Benin City. *Edo Of Counselling*, 3(1), 11–18.
- [38]. Ogochi, G. (2014). Job Satisfaction And Teacher Effectiveness In Selected Secondary Schools In Trans Mara West District, Kenya. *Journal Of Education And Practice*, 5(37), 125–142.
- [39]. Otanga, H., & Mange, D. (2014). Contribution Of Personal Characteristics And School-Context Factors To Job Satisfaction Among Primary School Teachers In Coast Province, Kenya. *International Journal Of Education And Research*, 2(7), 469–480.

- [40]. Pepra-Mensah, B. J., Ntimadjei, L., & Agyei, A. (2017). Effect Of Compensation On Basic School Teachers' Job Satisfaction In The Northern Zone: The Case Of Ghana. *Global Journal Of Management And Business Research:G Interdisciplinary*, 17(3), 50–59.
- [41]. Putwain, D. W., & Von-Der-Embse, N. P. (2018). Teacher Self-Efficacy Moderates The Relations Between Imposed Pressure From Imposed Curriculum Changes And Teacher Stress. *Educational Psychology*, 1–28. [Http://Researchonline.ljmu.ac.uk/Id/Eprint/9843/](http://Researchonline.ljmu.ac.uk/Id/Eprint/9843/)
- [42]. Reilly, & Eithne. (2012). An Empirical Investigation Of Teachers' Self-Efficacy, Self-Esteem And Job Stress As Predictors Of Job Satisfaction. *International Journal Of Educational Management*, 28(4), 234–241.
- [43]. Rothi, R., Leavey, G., & Loewenthal, K. (2010). Teachers' Mental Health: A Study Exploring The Experiences Of Teachers With Work-Related Stress And Mental Health Problems. [Http://www.thedigitalpublisher.co.uk/mhealthreport2010](http://www.thedigitalpublisher.co.uk/mhealthreport2010)
- [44]. Rovai, A. P., Baker, J. D., & Ponton, M. K. (2014). *Social Science Research Design And Statistics*. Watertree Press LLC.
- [45]. Roy, R. R., & Halder, K. U. (2018). Job Satisfaction Of Secondary School Teachers. *International Journal Of Innovative Research & Studies*, 8(4), 288–292.
- [46]. Russo, C., & Terraneo, M. (2020). Mental Well-Being Among Workers: A Cross-National Analysis Of Job Insecurity Impact On The Workforce. *Social Indicators Research*, 152(2), 421–442. <https://doi.org/10.1007/s11205-020-02441-5>
- [47]. Ryan, R. (2020). Job Satisfaction As A Function Of The Five Factor Model Of Personality In Northern Indiana [Andrews University]. https://doi.org/https://digitalcommons.andrews.edu/dissertations/1726?utm_source=digitalcommons.andrews.edu%2fdissertations%2f1726&utm_medium=pdf&utm_campaign=pdfcoverpages
- [48]. Ryff, C. D. (1989). Happiness Is Everything, Or Is It? Explorations On The Meaning Of Psychological Well-Being. *Journal Of Personality And Social Psychology*, 57(6), 1069–1081.
- [49]. Ryff, C. D., & Keyes, C. L. M. (1995). The Structure Of Psychological Well-Being Revisited. *Journal Of Personality And Social Psychology*, 69(4), 719–727.
- [50]. Sahito, Z., & Vaisanen, P. (2020). A Literature Review On Teachers' Job Satisfaction In Developing Countries: Recommendations And Solutions For The Enhancement Of The Job. *Review Of Education*, 8(1), 3–34. <https://doi.org/10.1002/rev.3.3159>
- [51]. Salim, S. S., Nasir, R., Arip, M. A., & Mustafa, M. B. (2012). The Role Emotional Intelligence On Job Satisfaction Among School Teachers. *The Social Sciences*, 7(3), 125–129.
- [52]. Signh, B., & Kumar, A. (2016). Effect Of Emotional Intelligence And Gender On Job Satisfaction Of Primary School Teachers. *European Journal Of Educational Research*, 5(1), 1–9.
- [53]. Sohail, T. M., & Delin, H. (2013). Job Satisfaction Surrounding By Academic Staff: A Case Study Of Job Satisfaction Of Academic Staff Of The GCUL, Pakistan. *Interdisciplinary Journal Of Contemporary Research In Business*, 4(11), 126–137.
- [54]. Spector, P. (1997). *Job Satisfaction; Application, Assessment, Causes And Consequences*. Sage Publications.
- [55]. Spector, P. E. (1985). Measurement Of Human Service Staff Satisfaction: Development Of The Job Satisfaction Survey. *American Journal Of Community Psychology*, 13(6), 693–713.
- [56]. Strydom, L., Nortje, N., Beukes, R., Esterhuysen, K., & Van-Der-Westhuizen, J. (2012). Job Satisfaction Amongst Teachers At Special Needs Schools. *South African Journal Of Education*, 32(255–266).
- [57]. Tomazevic, N., Seljak, J., & Aristovnik, A. (2014). Factors Influencing Employee Satisfaction In The Police Service: The Case Of Slovenia. *Personnel Review*, 43(2), 209–227.
- [58]. UNESCO. (2014). *Education Strategy 2014-2021*. United Nations Educational, Scientific & Cultural Organization.
- [59]. Von-Der-Embse, N., Shannon, V. R., Gibbs, T., & Mankin, A. (2019). Teacher Stress Interventions: A Systematic Review. *Psychology In The Schools*, 56(8), 1328–1343.
- [60]. Wachira, H., & Gathungu, J. (2013). Job Satisfaction Factors That Influence Performance Of Secondary School Principals In Their Administrative Functions In Mombasa District Kenya. *International Journal Of Education And Research*, 1(2), 81–106.
- [61]. Wambasi, B. M. (2015). *The Influence Of Motivation Strategies On Teachers' Job Satisfaction In Public Primary Schools In Bungoma East Sub-County, Kenya*. University Of Nairobi.
- [62]. Werang, R. B., & Agung, G. A. A. (2017). Teachers' Job Satisfaction, Organizational Commitment, And Performance In Indonesia: A Study From Merauke District, Papua. *International Journal Of Development And Sustainability*, 6(8), 700–711.
- [63]. World Health Organization. (2010). *Healthy Workplaces: A Model For Action*. World Health Organization, 1–32. https://www.who.int/occupational_health/publications/healthy_workplaces_model_action.pdf
- [64]. Zolkapli, M. N., Bashirun, N. S., Ahmad, A. N. S., Samudin, R. M. N., & Badrolhisam, I. N. (2020). The Effect Of Psychological Empowerment On Job Satisfaction At Express Logistics Company In Malaysia. *International Journal Of Academic Research In Business And Social Sciences*, 10(9), 1126–1138.